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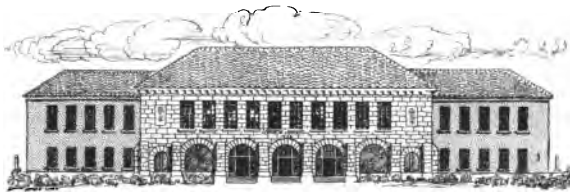
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THE NATURAL METHOD READERS

A TEACHERS' MANUAL

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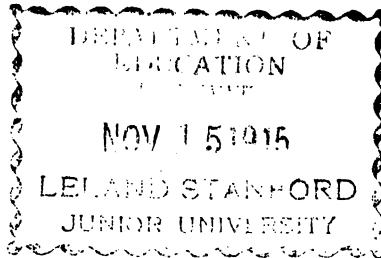
HANNAH T. McMANUS

PRINCIPAL, PUBLIC SCHOOLS, THE CITY OF NEW YORK

AND

JOHN H. HAAREN

ASSOCIATE SUPERINTENDENT OF SCHOOLS,
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A TEACHERS' MANUAL

PART I

INTRODUCTORY

This method of teaching has been called **THE NATURAL METHOD** for the following reasons:

1. *The subject-matter is suited to the natural instincts and interests of childhood.*

The **PRIMER** is based on the familiar nursery rhymes. These rhymes constitute the standard poetry of childhood. As fundamental folklore they are the natural introduction to literature. Indeed, as literature they have stood the test of time. In the higher books rhymes give way to stories many of which have been familiar to the child in all ages. All these stories appeal to his instincts or to his natural interests.

2. *The method obeys the natural law of basing attention on interest.*

A strong motive for learning to read is furnished by presenting material that is familiar to the child or that appeals to natural interests of childhood. Knowing the rhyme or story naturally awakens the desire to read it. Thus a definite aim is presented. The child knows the story by heart, and he readily sees that in order to read it he must learn the symbols. But reading is something more

than recognizing the form of what is known by sound. Words must be recognized in different collocations, so that ideas may become merged in thoughts. THE NATURAL METHOD early uses the words as they become known in order that they may become factors in thought-getting.

The rhymes used in the PRIMER fall into two classes: (1) Those that lend themselves to somewhat elaborate development because of complexity of content or the number of new words they contain; and (2) those that do not demand extended treatment. In the case of the former the entire rhyme is first presented in order to awaken the interest of the child. Then follow one or more pages, on each of which are given a few new words with sentences to furnish drill for fixing those words in the child's memory. The entire rhyme is then taken up, and the learner is delighted to find that it contains words *which are familiar*. In the case of rhymes simpler in content and vocabulary, the development of the content and the word drill are confined to a single page.

3. THE NATURAL METHOD *does not fatigue the child.*

The repetition of the words in sentences other than those of the rhyme adds new interest. The words taken up in the various lessons are few and they can easily be learned.

4. THE NATURAL METHOD *makes a strong appeal to the play instinct.*

Play is the natural instinct of the child, by means of which he finds a way not only to exercise his surplus activity but to lay the basis for his education. The acting of the rhymes and stories of the reading lessons fosters this instinct and stimulates the child's imagination; thus, the personal touch which the child gives to the little drama becomes an important expression of individuality.

5. *THE NATURAL METHOD presents the mechanics of reading in an easy and natural way.*

The English language is to some extent, at least, phonetic. Since to limit the instruction to an acquaintance with the forms of words as wholes would make the teaching of reading dry, formal, and difficult, some key for unlocking the formidable arrangement of characters into words must be furnished after the word method has served its purpose in the elementary stages of instruction. The study of phonics furnishes a key. *THE NATURAL METHOD* recognizes this. Phonics, however, is made to grow out of the lessons, and is not taken up as a separate study until a stock of words has been acquired to serve as a basis. Thus the work proceeds easily and naturally.

6. *THE NATURAL METHOD requires no elaborate preparation on the part of the teacher.*

The steps of the method as exemplified in the *PRIMER* may be briefly stated as:

- (1) Recitation by the teacher.
- (2) Telling the story by the pupils.
- (3) Dramatization by the pupils.
- (4) Study of the words of the lesson.
- (5) Reading from the blackboard or from the book.

A special feature is made of the reviews. They have been inserted at frequent intervals and are all in *story form*. Thus the interest of the pupil is constantly stimulated. The words seen in their new setting are fixed in the memory without the aid of dry mechanical drill.

THE BLACKBOARD

The blackboard should be in constant requisition in the teaching of reading, except in the advanced stages, and even then occasional recourse to the board is advisable.

The PRIMER should not be put into the hands of the pupils until about twenty pages have been read from the blackboard. If facilities are available for printing on slips of paper the words as they are learned from the blackboard, a wider range of preliminary work is possible, and the use of the PRIMER *can* be postponed still later.

When the books are taken up the lessons previously read from the blackboard should be reviewed. The pupils should then be allowed the free use of the book in order that they may enjoy discovering old friends in new surroundings.

The ready use of the blackboard necessitates the script character. The lessons should be written clearly and well in the script character employed in the school. Print should be employed only when preparation is being made to take up the book.

The chief advantage of the blackboard is that it saves time. It also serves to stimulate as well as to focus the child's attention.

The first reading lessons should be blackboard lessons. The children having heard the rhyme see it grow on the blackboard under the teacher's chalk at this stage. The object of this stage is to associate in the child's mind the spoken word with its written picture.

A number of helpful devices toward this end will suggest themselves to the teacher. A few are given here:

1. When an individual pupil is reading the story allow another pupil to point.
2. The teacher may read while a pupil points.
3. Several slow pupils may point collectively while the class read.
4. A group of three or four pupils may read and point at the same time.

Devices 3 and 4 are very beneficial in stimulating slow children. A good leader will help very materially to arouse the class.

DURATION OF READING PERIODS

During the first six months, *no* reading period should exceed fifteen minutes. After the first year, reading periods should increase in length, twenty minutes being more suitable for the lower grades and thirty minutes for the upper ones.

ORAL AND SILENT READING

Most of the reading in the early stages should be oral, but it must at all times be remembered that the habit of intelligent reading is the reason for teaching to read. Word-calling is not reading, and from the beginning words should be used in groups expressing thought. A single word expresses an idea, which is only an element of thought. To express thought words are grouped in phrases and sentences. A sentence is required to express a thought with something like completeness. Hence sentences should be employed to as great an extent as possible. But sentences may be read in such a way that the intonation and accent may cause one to imagine that the meaning is grasped when such is not the case. This may come from the fact that the child is a ready imitator, and he has gained his intonation and accent from the teacher without grasping the meaning. To meet this difficulty the teacher must resort to questioning. Skilful questioning will test the understanding of the child and will help him to get the ideas in the sentence. The child should be asked to point out individual words, but

after these are known the teacher should draw the pointer along the words grouped in phrases.

The habit of silent reading also may be acquired very early by writing questions on the board which the child will be called on to answer orally, or by writing sentences on the board calling on the children to perform some action. In the later stages the child should be called on to give the content of the lesson in whole or in part.

When a word has been taught it should be written on the board to remain there for some time. As the word list grows the words should be rewritten from time to time in a different order, so that they may not be recognized from their position. Words may be printed from rubber type sufficiently large to be seen across the classroom on cards of heavy manila paper or oak-tag, about 5 by 7 inches. These cards should be used for rapid review. The words should also be printed on charts for ready reference and for display, that pupils may study them.

Children should be encouraged to write on the board the words as they are learned. This writing by the children should be exercised with the greatest care. It is not to be considered as a penmanship lesson. The first attempts will naturally be crude, and attention must not be diverted from the general form of the word for the sake of getting the exact form of the individual letter. The teacher must remember that the child is learning to read, and that learning to write is merely incidental.

Children should be encouraged to draw as well as to write. The drawing, like the writing, will be crude. Drawing has the great merit of compelling observation, and its usefulness for teaching to read is that it compels attention to form.

PHONICS

Phonics is defined as the science of sound, and the term is used specifically with reference to vocal sounds. It is an important aid in determining the sound values of the letters and their combinations in words. Phonetics is frequently used as the synonym for phonics, but the distinction between the two terms lies in the fact that phonetics is concerned with the representation of the sound by the symbol, while phonics is concerned with giving the sound represented by the symbol. The two words represent opposite or contrary processes.

A phonogram is the representation of a sound or syllable. But a syllable may be separated into two or more distinct sounds. For the purpose of teaching reading we shall consider as phonograms the sounds into which we separate a word.

THE NATURAL METHOD proceeds on the assumption, justified by experience, that before the study of phonics is taken up the child should have advanced to some extent in ability to read; he should not have his attention distracted from acquiring a ready recognition of a stock of words. For phonics a selection is made as a basis from the words he can recognize. After reading the first nineteen pages the study of phonics should begin. But the regular progress of the learning and reading of words and sentences should continue. The three words selected for phonic study are slowly pronounced so as to be analyzed in sound. The initial sound *s* is selected because its sound can be readily prolonged; the long *e* and the long *o* sounds are selected for a similar purpose; the *at* is selected because it is a word by itself, and because it is capable of being used in word-building.

The separate parts of phonic study thus proceed as *slow pronunciation, analysis, recognition of separate phonograms, combination or synthesis, and comparison with sounds as they occur in other words.*

PART II
PRIMER: FIRST HALF-YEAR
METHOD IN DETAIL

LESSON 1, PAGES 1-4

A B C
Tumble down D.
The cat is in the cupboard,
And can't see me.

- 1. Recitation of complete rhyme by the teacher.**

This should be done in an attractive, lively way.

- 2. Telling the story by pupils.**

- 3. Dramatization by pupils.**

The teacher asks the children to "play out" the story.

Parts are assigned for A, B, C, D, and the cat.

Teacher: Where shall the cupboard be?

What must A, B, and C do?

Pupils stand as their names are called.

Teacher: What must D do?

(Tumble down.)

Where must the cat be?

(In the cupboard.)

Who is it that he can't find?

(Me.)

Note.—The teacher may take the part of "me."

The rhyme is repeated by the teacher.

A, B, and C stand as they are called.

D tumbles down.

The cat is seen in the cupboard.

Teacher: The cat is in the cupboard,
And can't see me.

The class will like to repeat the play and should be allowed to do so, this time without assistance. A child should take the part previously taken by the teacher.

4. Questioning to develop content.

Teacher: What must D do?

(Tumble down.)

Who is in the cupboard?

(The cat.)

Where is the cat?

(In the cupboard.)

5. Writing story on blackboard.

Teacher: A, B, and C are playing.

Writes "A, B, C."

Teacher: D is playing too.

What must he do?

Writes "tumble down D."

Teacher: Point to A, B, C, and D.

Point to the word that tells what D must do.

Where must he tumble? Point to the word.

This is what the story is about.

Writes "The cat."

Teacher: This tells you where the cat is.

Writes "the cupboard."

Teacher: Tell me what the story is about.

(The cat.)

Teacher: Point to it.

Tell me the name of the place where we can find
the cat.

(The cupboard.)

Now I will put them together.

The teacher writes "The cat and the cupboard."

She underlines the familiar words. (The cat—the cupboard.)

The new word "and" is pointed out.

Class read the story.

Teacher: Now I will write and tell you where the cat is. See
if you can tell.

The teacher writes, underlining familiar words:

The cat is in the cupboard.

Teacher: Where is the cat?

Class read aloud: "The cat is in the cupboard."

6. Recognition of new words.

- (a) Finding new words (*a, tumble, down, cat, cupboard, is, the, in, and*).

Teacher: Find the words *tumble* and *down*.

Underline them.

Find the word *cat*.

Underline it.

Find *cupboard, is, the, and, in*.

Underline them.

- (b) Recognition of words written apart.

The teacher writes the new words on another part of the
blackboard.

Pupils see if the word "cat" written apart is just the
same as the one in the rhyme.

Pupils underline both.

They repeat this process with *cupboard, is, the, and*.

- (c) Recognition of words in groups.

Teacher: What two words tell us what the story is about?
(The cat.)

Underline them.

Teacher writes them on another part of the blackboard.

What words tell us where the cat is?

(In the cupboard.)

Teacher underlines and writes them apart.

7. Pupils read the story.

LESSON 2, PAGE 5

The cat can't see me.

A B C

Tumble down D.

The cat is in the cupboard,

And can't see me.

- 1. Recitation of rhyme by the teacher.**
- 2. Telling the story by pupils.**
- 3. Dramatization as in Lesson 1.**
- 4. Questioning by teacher as in Lesson 1.**
- 5. Writing story on blackboard.**

Teacher writes, reading aloud:

"A B C

Tumble down D.

The cat is in the cupboard

And can't see me."

6. Recognition of new words.

(a) Finding new words (*can't, see, me*).

Teacher: Who is it that the cat can't see?

She underlines *me*.

This word tells what the cat can't do.

She underlines *see*.
Can the cat see me? She can't.
She underlines *can't*.

(b) Recognition of words written apart.

Teacher writes new words *can't*, *see*, and *me* on another part of the blackboard.

Pupils find the same words in the rhyme and underline them.

Pupils compare words written apart with the same words in the text.

(c) Recognition of words in groups.

Teacher: What words tell us what the cat can't do?

(Can't see me.)

The teacher underlines them.

She writes them on another part of the blackboard.

Pupils compare with the same words in the rhyme.

7. The complete story is read by the pupils.

LESSON 3, PAGE 7

Little Jack Horner
sat in a corner.

Little Jack Horner
can't see me.

1. Recitation by the teacher of complete rhyme on page 6.

2. Telling the story by pupils.

3. Dramatization by pupils.

4. Questioning to develop content.

Teacher: What is the name of this boy?

(Little Jack Horner.)

Where did he sit?

(In a corner.)

What was he doing?
(Eating a Christmas pie.)
What did he put in?
(His thumb.)
What did he pull out?
(A plum.)
What did he say?
(What a great boy am I.)

5. Writing story on page 7 by teacher.

Teacher: These words tell us whom the story is about.

Writes: "Little Jack Horner."

Teacher: These words tell us what he did.

Writes underneath: "sat in a corner."

Teacher: Tell me the boy's name?

Point to it.

Was he big or little?

How do you know?

Point to the word that tells you.

Tell me the place in which we can find Jack.

(Corner.)

Point to the word.

Point to the word that tells what he did.

(Sat.)

6. Recognition of new words.

(a) Finding new words (*little, Jack Horner, sat, corner*).

Teacher: Find words *Jack Horner*.

Underline them.

Find *little, sat, corner*.

Underline them.

(b) Recognition of words written apart.

The teacher writes them on another part of the blackboard.

Pupils compare them with the same words in the story.

(c) Recognition of words in groups.

Teacher: What three words tell us the boy's name?

(Little Jack Horner.)

Teacher underlines them and writes them on another part of the blackboard.

Teacher: What three words tell us where he sat?

(In a corner.)

Teacher underlines and writes them apart.

7. Pupils read the story.

LESSON 4, PAGE 8

A Christmas Pie.

Jack Horner is in the corner.

He is eating a Christmas pie.

Little Jack Horner

Sat in a corner

Eating a Christmas pie.

1. Recitation of complete rhyme by teacher.

2. Telling the story by pupils.

3. Dramatization by pupils.

4. Questioning to develop content.

Teacher: What was Jack eating?

(A pie.)

What kind of pie was Jack eating?

(A Christmas pie.)

What is he doing?

(He is eating a Christmas pie.)

Where is Jack Horner?

(In the corner.)

5. Writing story on page 8 by teacher.

Teacher: These words tell us what Jack is eating.

Writes: "A Christmas pie."

Teacher: This tells us where Jack is.

Writes: "Jack Horner is in the corner."

Teacher: This tells us what he is doing.

Writes: "He is eating a Christmas pie."

Teacher: What kind of pie is he eating?

Point to the words that tell you.

In what place is Jack Horner?

Point to the word that tells.

Point to the word that tells what he is doing.

(Eating.)

6. Recognition of new words.

(a) Finding the new words (*Christmas, pie, he, eating*).

Teacher: Find *Christmas*.

Underline it.

Find *pie, he, and eating*.

Teacher underlines them.

(b) Recognition of words written apart.

Teacher writes the words on another part of the
blackboard.

Pupils compare with the same words in the text.

(c) Recognition of words in groups.

Teacher: What three words tell us what Jack was eating?

(A Christmas pie.)

Teacher underlines and writes them apart.

Teacher: What three words tell us what he is doing?

(He is eating.)

Teacher underlines as above.

7. Pupils read Lesson 8.

LESSON 5, PAGE 9

A plum and a pie.

**The pie is in the corner.
A plum is in the pie.
Jack can't see the plum.
He put in his thumb.
He pulled out a plum.**

Steps 1, 2, 3 may be omitted.

4. Questioning to develop content.

**Teacher: What is in the pie?
(A plum.)
Where is the pie?
(In the corner.)
Can Jack see the plum?
(Jack can't see the plum.)
What did he do?
(He put in his thumb.)
What did he pull out?
(He pulled out a plum.)**

5. Writing story on page 9 by teacher.

**Teacher: This is what the story is about.
Writes: "A plum and a pie."
Teacher: This tells us where the pie is.
Writes: "The pie is in the corner."
Teacher: This tells what is in the pie.
Writes: "A plum is in the pie."
Teacher: This tells us what Jack can't see.
Writes: "Jack can't see the plum."
Teacher: This tells us what he put in.
Writes: "He put in his thumb."**

Teacher: This is what he pulled out.

Writes: "He pulled out a plum."

Teacher: Point to the word that tells us what was in the pie.

(A plum.)

What did Jack put in?

(His thumb.)

Point to it.

What did he do with his thumb?

(Put it in.)

What did he get out of the pie?

(A plum.)

How did he get it?

(He pulled it out.)

Point to the words that tell us all this.

6. Recognition of new words.

(a) Finding new words (*plum, put, his, thumb, pulled, out*).

Teacher: Find *plum, put, his, thumb, pulled, out*.

Pupils underline them.

(b) Recognition of words written apart.

Teacher: Where is the pie?

(In the corner.)

Teacher underlines and writes apart.

Pupils compare with same words in the text.

(c) Recognition of words in groups.

Teacher: What three words tell us where the plum is?

(In the pie.)

Teacher underlines and writes apart.

Teacher: What three words tell us what Jack did?

(He put in.)

What three other words tell us what he did?

(He pulled out.)

These are underlined and written apart by the teacher.

7. The story is read by pupils.

LESSON 6, PAGE 10

"I am eating the plum," said Jack.
"I am eating the Christmas pie," said he.
The plum was in the pie.
It was a little pie.
The pie was in the cupboard.
The cupboard was in the corner.
"I put in my thumb," said Jack.
"I pulled out the plum."

Steps 1, 2, 3 may be omitted.

4. Questioning to develop content.

Teacher: What did Jack say?
(“I am eating the plum,” said Jack.)
Who did Jack say was eating the plum?
(“I am eating the plum.”)
Was the plum in the pie?
(The plum was in the pie.)
Was the pie big or little?
(It was a little pie.)
Where was the pie?
(It was in the cupboard.)
Was the cupboard in the corner?
(The cupboard was in the corner.)
What did Jack say about his thumb?
(“I put in my thumb,” said Jack.)
Whose thumb did he say he put in?
(My thumb.)
What did Jack say he pulled out?
(The plum.)

5. Writing story on page 10 by teacher.

Teacher: This tells us what Jack says he is doing.

Writes: “‘I am eating the plum,’ said Jack.”

Teacher: This one tells us what he said about the Christmas pie.

Writes: "'I am eating the Christmas pie,' said he."

Teacher: This is where the plum was.

Writes: "The plum was in the pie."

Teacher: This tells us about the size of the pie.

Writes: "It was a little pie."

Teacher: This tells where the pie was.

Writes: "The pie was in the cupboard."

Teacher: This is where the cupboard was.

Writes: "The cupboard was in the corner."

Teacher: This is what Jack said about his thumb.

Writes: "I put in my thumb."

Teacher: This is what he said about the plum.

Writes: "I pulled out the plum."

6. Recognition of new words.

(a) Finding new words (*I, am, said, was, my, it*).

Teacher: Point to these words.

Teacher or pupils underline them.

(b) Recognition of words written apart.

Teacher writes them on another part of the board.

Pupils compare with same words in text.

(c) Recognition of words in groups.

Teacher: What did Jack say he was doing?

("I am eating.")

What is he eating?

(The plum.)

What pie was Jack eating?

(The Christmas pie.)

Where was the plum?

(In the pie.)

Where was the pie?

(In the cupboard.)

Where was the cupboard?
(In the corner.)

These phrases or groups of words should be underlined and
written apart by the teacher.

7. Story is read by the pupils.

LESSON 7, PAGE 11

Little Jack Horner
Sat in a corner,
Eating a Christmas pie.
He put in his thumb,
And pulled out a plum,
And said, "What a great boy am I."

Jack Horner was a little boy.
He sat in a corner.
He was eating a pie.
It was a Christmas pie.
The Christmas pie was little.
He put in his thumb.
He pulled out a plum.
What a great boy Jack was!

1. Recitation of rhyme by teacher.

2. Telling the story by pupils.

3. Dramatization by pupils.

4. Questioning to develop content.

Teacher: What did Jack say?

("What a great boy am I.")

What kind of boy was he?

(A great boy.)

5. Writing story on blackboard.

Teacher: This tells you the boy's name.

Writes: "Little Jack Horner."

Teacher: This is where he sat.
Writes: "Sat in a corner."

Teacher: This is what he was doing.
Writes: "Eating a Christmas pie."

Teacher: This is what he did with his thumb.
Writes: "He put in his thumb."

Teacher: And this is what he pulled out.
Writes: "And pulled out a plum."

Teacher: This is what he said.
Writes: "And said, 'What a great boy am I.'"

Teacher: This tells us what Jack Horner was.
Writes: "Jack Horner was a little boy."

Teacher: This tells where he sat.
Writes: "He sat in a corner."

Teacher: This is what he was doing.
Writes: "He was eating a pie."

Teacher: This tells us what kind of pie it was.
Writes: "A Christmas pie."

Teacher: This tells about the size of the Christmas pie.
Writes: "The Christmas pie was little."

Teacher: This is what he did with his thumb.
Writes: "He put in his thumb."

Teacher: This is what he pulled out.
Writes: "He pulled out a plum."

Teacher: This tells us what kind of boy Jack was.
Writes: "What a great boy Jack was!"

Teacher: Point to what he said.
Point to what kind of boy Jack was.

6. Recognition of new words.

(a) Finding new words (*what, great, boy*).

Teacher: Find *what, great, boy*.
Underline them.

(b) Recognition of words written apart.

Pupils compare them with similar words in text.

(c) Recognition of words in groups.

Teacher: What three words tell us what kind of boy Jack was?

(a, great, boy.)

Where did he sit?

(In a corner.)

What was he eating?

(A Christmas pie.)

What did he put in?

(His thumb.)

What did he pull out?

(A plum.)

What did he say?

("What a great boy am I.")

Every group of words should be taken up in this way. The teacher or class should underline each group. It should then be written apart by the teacher.

7. The second rhyme has now been taught intensively. The reading of it will be an easy task for the pupils.

PHONIC EXERCISES

I

Phonograms: *s*, *at*.

Sat. Analyze into *s at* by pronouncing the word slowly, but in such a way as to indicate the distinct sounds of *s* and *at*. Use the word in a sentence so that the word may be readily understood. Thus, "Humpty Dumpty *s at* on the wall"; "Little Jack Horner *s at* in a corner"; "Little Miss Muffet *s at* on a tuffet." Then write the word "sat" on the board and divide it by means of a line; thus, "*s | at*"; then cover each phonogram in turn with a card.

Teach the correct sound of *s* and correct faulty enunciation by showing the correct position of the vocal organs.

S is called a dental sound because it is formed near the teeth. It is a hissing sound formed by making a narrow passage between the tip of the tongue and the back of the upper teeth and gently forcing the breath through this passage. To give practice in correctly enunciating *s*, pronounce slowly *s o*, *s ee*, *s at*, indicating the division as in the exercise on *sat*, using the blackboard.

Each phonogram should be printed on a card about 5 x 7 inches, to be used for reference and rapid review.

II

Phonograms: m, e.

Rapid card review of previous lesson.

Me. Analyze into *m e* by slow pronunciation, using the word in sentences. "She can't see *m e*," etc.

M is a labial, or lip sound. It is made by closing the lips tightly, with the tongue lying loosely in the mouth, and forcing the breath through the nose. Practise by pronouncing slowly *m other*, *M iss*, *M uffet*, *m e*, *m y*. Separate *me* into *m* and *e*.

Combine *m* with *at* learned in the previous lesson by writing *at* on the board and then writing *m* in front of it.

E is called a narrow sound because the mouth is only slightly opened, and with the tongue lightly touching the top of the lower front teeth, the breath is passed through the lips.

III

Phonogram: l.

Rapid card review of previous lessons.

Analyze *l ittle*, *l ost*, as before, by using them in sentences. "*L ittle* Bo Peep has *l ost* her sheep."

L is a dental sound made by having a slight opening between the teeth, pressing the tip of the tongue against the roof of the mouth,—the hard palate behind the gums,—and forcing the breath through the open mouth. If any vowel value is to be

given to the *l*, it should be before rather than after the *l* sound. It is better to say *u l* than *l u*.

IV

Phonograms: *f*, *ind*.

Rapid card review.

Analyze *f ind*, using the word in a sentence, as "Little Bo-Peep can't *f ind* her sheep." "She can't tell where to *f ind* them."

F is a labial, and is formed by lightly touching the upper teeth with the lower lip and forcing the breath through the place of contact. Combine the *f* with *at* as before. Analyze *find* again. Review the sound of *m*. Erase the *f* on the board and substitute *m*. Write *f ind* and *m ind*. Compare them. Write *at*. Place *f* in front of it. Write and compare *f at*, *s at*, *m at*.

NOTE. While each lesson should begin with a brief review, it is suggested that a longer one be given also after every four lessons. The process should be: (1) Slow pronunciation; (2) Separation into phonograms; (3) Combination with sounds previously learned; (4) Comparison of words containing the same phonograms. Phonic drills: *s at*, *m e*, *m at*, *l ittle*, *l ost*, *f ind*, *f at*, *m ind*.

V

Phonograms: *T*, *t*; *ails*, *ell*.

Rapid card review.

Slowly pronounce *T ommy*, *T inker*, *t ails*, *t ell*, *t uffet*, using the words in sentences in which they were first presented, or in similar sentences. Then write these words on the board; cover all but the *T* in *T ommy*, in *T inker*, in *t uffet*, in *t ails* and *t ell*. Alternately cover the *t*, then the rest of the word. Teach correct sound of *t*.

T is called a dental sound because it is formed near the teeth by placing the tip of the tongue firmly in contact with the upper palate just back of the upper teeth, and exploding the breath so that the tongue is taken away from where it touched the palate.

Write the word *tails*, pronouncing the phonogram slowly. Write similarly *f ails*, *m ails*, *s ails*; *s ell*, *f ell*, *t ell*.

Cover with a card the phonograms in each word, then write the phonograms separately, and build up words by using sounds that have been learned. Thus, *s at*, *m at*, *f at*, *t at*.

VI

Phonogram: n.

Rapid card review.

N is a dental sound. To sound *n* the tongue is placed just back of the upper front teeth on the hard palate, just as in sounding *t*, but instead of forcing the breath so as to remove the tongue from the palate, the tongue remains stationary, and the breath passes through the nose. Sound slowly the words in sentences: *n one*, *b one*, *in*, *on*. Write on the board: *N ell*, *n ails*, *at*.

VII

Phonograms: d, og, id.

Rapid card review.

D is formed like *t*, by placing the tongue on the ridge just back of the upper front teeth and forcing the breath so as to remove the tongue. The tongue is pointed and flattened in sounding *t*, but is somewhat thickened in sounding *d*. If a vowel value must be given with the sound, such value should be placed rather before than after these sounds of *d*, *t*, etc.

Pronounce slowly in sentences *d id*, *d o*, *d og*. Separate the sounds by covering part of the word with a card. Then combine into *d ell*, *l og*, *f og*, *d og*; *d id*, *l id*, etc.

VIII

Phonograms: c (sounded like k), ame.

Rapid card review.

Hard *c* (like *k*) is called a guttural sound. It is formed by raising the back or root of the tongue toward the soft palate. The hard *c* or *k* is also called a stopped sound.

Pronounce slowly *c ame, c at, c upboard, c orner*, using the words in sentences. Combine as in previous lessons *c at, s at, m at, f at, t at, N at; c ame, s ame, l ame, f ame, t ame, n ame, d ame*.

IX

Phonograms: *b, one, are.*

Rapid card review.

B is a labial or lip sound. It is also a stopped sound. It is formed by pursing the lips closely and entirely together, and endeavoring to force the breath through the stopped lips.

Pronounce slowly, separating into parts, *b ut, b are, b ell*.

Combine with sounds previously learned into:

<i>b at</i>	<i>b at</i>	<i>b ind</i>	<i>l one</i>	<i>m are</i>
<i>b ind</i>	<i>c at</i>	<i>m ind</i>	<i>t one</i>	<i>f are</i>
<i>b ails</i>	<i>s at</i>	<i>f ind</i>	<i>c one</i>	<i>d are</i>
<i>b ell</i>	<i>m at</i>		<i>b one</i>	<i>c are</i>
<i>b og</i>	<i>f at</i>			<i>b are</i>
<i>b id</i>	<i>t at</i>			
<i>b e</i>	<i>N at</i>			

X

Phonograms: *hard g, et, ot.*

Rapid card review.

The hard *g* is a guttural sound. It is also a stopped sound. It is formed by pressing the back or root of the tongue against the soft palate, a little further back than when sounding *k* or hard *c*.

Pronounce slowly, separating into parts, *g et, g ot, g irl, g ood*.

Combine with sounds previously learned into:

<i>g et</i>	<i>g et</i>	<i>g ot</i>	<i>g ame</i>
<i>g ame</i>	<i>s et</i>	<i>l ot</i>	<i>c ame</i>
	<i>m et</i>	<i>n ot</i>	<i>s ame</i>
	<i>l et</i>	<i>d ot</i>	<i>l ame</i>
	<i>n et</i>	<i>c ot</i>	<i>t ame</i>
	<i>b et</i>		<i>n ame</i>
			<i>f ame</i>
			<i>d ame</i>

XI

Phonograms: *r, oast, ow.*

Rapid card review.

R is called a palatal sound. It is formed by placing the front of the tongue very close to the hard palate just behind the ridge of the gums behind the upper front teeth and gently forcing the breath.

Pronounce slowly, separating into parts, *r oast, r ow.*

Combine with sounds previously learned into:

<i>r at</i>	<i>r ails</i>	<i>r oast</i>	<i>r oast</i>
<i>c at</i>	<i>t ails</i>	<i>r ow</i>	<i>c oast</i>
<i>s at</i>	<i>f ails</i>	<i>r at</i>	<i>b oast</i>
<i>m at</i>	<i>s ails</i>	<i>r end</i>	<i>t oast</i>
<i>f at</i>	<i>m ails</i>	<i>r ails</i>	
<i>t at</i>	<i>n ails</i>	<i>r id</i>	
<i>N at</i>	<i>r ails</i>		
<i>r ow</i>	<i>r id</i>	<i>r ind</i>	
<i>m ow</i>	<i>d id</i>	<i>m ind</i>	
<i>l ow</i>	<i>l id</i>	<i>f ind</i>	
<i>t ow</i>	<i>b id</i>		
<i>b ow</i>			

XII

Phonograms: *h, orn, im.*

Rapid card review.

h is called an aspirate, and also a *glottal* sound, because it is formed by raising the glottis, the end of the soft palate, that is used for closing the windpipe when swallowing. The sound is best made by imitating the panting of a dog.

Pronounce slowly, separating into parts, *h ome, h as, h orn, h im.*

Combine with sounds previously learned into:

<i>h at</i>	<i>h orn</i>	<i>h im</i>	<i>h at</i>	<i>h ails</i>
<i>h ails</i>	<i>m orn</i>	<i>d im</i>	<i>s at</i>	<i>t ails</i>
<i>h og</i>	<i>t orn</i>	<i>r im</i>	<i>m at</i>	<i>f ails</i>

<i>h id</i>	<i>c orn</i>	<i>T im</i>	<i>f at</i>	<i>m ails</i>
<i>h are</i>	<i>b orn</i>		<i>t at</i>	<i>n ails</i>
<i>h ot</i>			<i>N at</i>	<i>r ails</i>
<i>h e</i>			<i>r at</i>	

<i>h og</i>	<i>h id</i>	<i>h are</i>	<i>h ot</i>	<i>h e</i>
<i>l og</i>	<i>l id</i>	<i>m are</i>	<i>l ot</i>	<i>m e</i>
<i>f og</i>	<i>d id</i>	<i>f are</i>	<i>t ot</i>	<i>b e</i>
<i>d og</i>		<i>d are</i>	<i>n ot</i>	
		<i>c are</i>	<i>d ot</i>	
		<i>b are</i>	<i>c ot</i>	
			<i>g ot</i>	

XIII

Phonograms: J, ack.

Rapid card review.

J (and soft *g*) is called a dental sound because it is formed near the teeth. The front of the flattened tongue is placed against the hard palate just behind the ridge back of the front teeth, and the breath is forced through.

Pronounce slowly, separating into parts, *J ohnny*, *J ack*.

Combine with sounds previously learned into:

<i>j ails</i>	<i>J ack</i>	<i>j ails</i>	<i>j ot</i>
<i>j og</i>	<i>s ack</i>	<i>t ails</i>	<i>l ot</i>
<i>j ot</i>	<i>l ack</i>	<i>f ails</i>	<i>t ot</i>
<i>J im</i>	<i>t ack</i>	<i>s ails</i>	<i>n ot</i>
	<i>b ack</i>	<i>m ails</i>	<i>d ot</i>
	<i>r ack</i>	<i>n ails</i>	<i>c ot</i>
		<i>r ails</i>	<i>g ot</i>
		<i>h ails</i>	<i>h ot</i>

<i>j og</i>	<i>J im</i>
<i>l og</i>	<i>h im</i>
<i>f og</i>	<i>r im</i>
<i>d og</i>	<i>T im</i>
<i>h og</i>	<i>d im</i>

XIV

Phonograms: *p, ie.*

Rapid card review.

The *p* is a labial or lip sound. It is formed by placing the lips lightly together and forcing and stopping the breath. *P* is also called a stopped sound.

Pronounce slowly, separating into parts, *p ie, p ut, p oor, p ulled.*

Combine with sounds previously learned into:

<i>p ie</i>	<i>p ot</i>	<i>p ails</i>	<i>p are</i>
<i>p ails</i>	<i>l ot</i>	<i>j ails</i>	<i>m are</i>
<i>p are</i>	<i>t ot</i>	<i>t ails</i>	<i>f are</i>
<i>p et</i>	<i>n ot</i>	<i>f ails</i>	<i>d are</i>
<i>p ot</i>	<i>d ot</i>	<i>s ails</i>	<i>c are</i>
<i>p ack</i>	<i>c ot</i>	<i>m ails</i>	<i>b are</i>
	<i>g ot</i>	<i>n ails</i>	<i>h are</i>
<i>p et</i>	<i>h ot</i>	<i>r ails</i>	<i>r are</i>
<i>s et</i>		<i>h ails</i>	
<i>m et</i>	<i>p ie</i>		<i>p ack</i>
<i>l et</i>	<i>l ie</i>		<i>s ack</i>
<i>n et</i>	<i>t ie</i>		<i>l ack</i>
<i>b et</i>	<i>d ie</i>		<i>t ack</i>
<i>g et</i>			<i>b ack</i>
			<i>r ack</i>
			<i>J ack</i>

XV

Phonograms: *w, ay, all.*

Rapid card review.

w is a guttural sound. It is formed by pursing the lips and gently forcing the breath through the lips.

Pronounce slowly, separating into parts, *w ay, w ill, w all, w ent.*

Combine with sounds previously learned into:

<i>w ind</i>	<i>w ay</i>	<i>w ill</i>	<i>w ind</i>
<i>w ails</i>	<i>s ay</i>	<i>f ill</i>	<i>m ind</i>
<i>w ill</i>	<i>m ay</i>	<i>t ill</i>	<i>f ind</i>
			<i>r ind</i>

<i>w are</i>	<i>l ay</i>	<i>w all</i>	
<i>w et</i>	<i>d ay</i>	<i>c all</i>	<i>w ails</i>
<i>w orn</i>	<i>b ay</i>	<i>b all</i>	<i>s ails</i>
	<i>g ay</i>	<i>h all</i>	<i>m ails</i>
	<i>r ay</i>		<i>f ails</i>
<i>w are</i>	<i>h ay</i>	<i>w et</i>	<i>t ails</i>
<i>m are</i>	<i>p ay</i>	<i>s et</i>	<i>n ails</i>
<i>f are</i>		<i>m et</i>	<i>b ails</i>
<i>d are</i>	<i>w orn</i>	<i>l et</i>	<i>r ails</i>
<i>c are</i>	<i>m orn</i>	<i>n et</i>	<i>h ails</i>
<i>b are</i>	<i>b orn</i>	<i>b et</i>	<i>p ails</i>
	<i>c orn</i>	<i>g et</i>	
	<i>t orn</i>	<i>p et</i>	
	<i>h orn</i>		

XVI

Phonograms: k, ings.

Rapid card review.

(For directions as to the forming of *k*, see hard *c*, Lesson VIII.)

Pronounce slowly, separating into parts, *k ings*.

Combine with sounds previously learned into:

<i>k ings</i>	<i>k ind</i>	<i>k ind</i>	<i>k id</i>
<i>s ings</i>	<i>k id</i>	<i>w ind</i>	<i>l id</i>
<i>r ings</i>		<i>m ind</i>	<i>d id</i>
		<i>f ind</i>	<i>h id</i>

XVII

New phonograms: sh, eep.

Rapid card review.

sh is a dental sound. It is formed by placing the flat of the tongue against the ridge just behind the upper teeth and forcing the breath through the opening. It is the sound made by the mother in soothing her baby to sleep.

Pronounce slowly, separating into parts, *sh eep*.

Combine with sounds previously learned into:

<i>sh eep</i>	<i>sh eep</i>	<i>sh ell</i>	<i>sh ame</i>
<i>sh ell</i>	<i>d eep</i>	<i>s ell</i>	<i>g ame</i>
<i>sh are</i>	<i>p eep</i>	<i>f ell</i>	<i>c ame</i>

<i>sh ot</i>	<i>w eep</i>	<i>t ell</i>	<i>s ame</i>
<i>sh ow</i>		<i>N ell</i>	<i>l ame</i>
<i>sh orn</i>	<i>sh ot</i>	<i>d ell</i>	<i>t ame</i>
<i>sh one</i>	<i>g ot</i>	<i>b ell</i>	<i>n ame</i>
<i>sh e</i>	<i>l ot</i>	<i>w ell</i>	<i>f ame</i>
<i>sh ame</i>	<i>t ot</i>		<i>d ame</i>
<i>sh are</i>	<i>n ot</i>		
	<i>d ot</i>	<i>sh ow</i>	<i>sh orn</i>
<i>sh are</i>	<i>c ot</i>	<i>m ow</i>	<i>m orn</i>
<i>f are</i>	<i>g ot</i>	<i>l ow</i>	<i>t orn</i>
<i>m are</i>	<i>h ot</i>		<i>c orn</i>
<i>d are</i>		<i>t ow</i>	<i>b orn</i>
<i>c are</i>	<i>sh e</i>	<i>b ow</i>	<i>h orn</i>
<i>b are</i>	<i>m e</i>	<i>r ow</i>	<i>w orn</i>
<i>h are</i>	<i>b e</i>		
<i>p are</i>	<i>h e</i>	<i>sh one</i>	
		<i>l one</i>	
		<i>t one</i>	
		<i>b one</i>	

XVIII

New phonogram: gr.

Rapid card review.

gr is a compound consisting of the guttural *g* and the dental *r*. In combining these two sounds care should be taken not to introduce any vowel sound at the combination.

Pronounce slowly, separating into parts, *gr eat*.

Combine with sounds previously learned into:

<i>gr ind</i>	<i>gr ind</i>	<i>gr ow</i>	<i>gr im</i>	<i>gr ay</i>
<i>gr ow</i>	<i>k ind</i>	<i>m ow</i>	<i>d im</i>	<i>s ay</i>
<i>gr im</i>	<i>w ind</i>	<i>l ow</i>	<i>r im</i>	<i>m ay</i>
<i>gr ay</i>	<i>m ind</i>	<i>t ow</i>	<i>T im</i>	<i>l ay</i>
	<i>f ind</i>	<i>b ow</i>	<i>h im</i>	<i>d ay</i>
		<i>r ow</i>	<i>J im</i>	<i>b ay</i>
				<i>g ay</i>
				<i>r ay</i>
				<i>h ay</i>
				<i>p ay</i>
				<i>w ay</i>

XIX

New phonogram: v.

Rapid card review.

v is a labial sound formed by placing the lower lip against the upper teeth and breathing strongly through them. It is called a voice sound or a sonant.

Pronounce slowly, separating into parts, *v ery*.

Combine with sounds previously learned into:

<i>v ine</i>	<i>v im</i>	<i>v ie</i>	<i>r im</i>	<i>t ie</i>
<i>v ie</i>	<i>J im</i>	<i>l ie</i>	<i>T im</i>	<i>d ie</i>
<i>v ery</i>	<i>h im</i>		<i>d im</i>	<i>p ie</i>

XX

New phonograms: pl, um.

Rapid card review.

pl is a compound phonogram formed of the breathed or voiceless labial *p* and the voiced dental *l*. Care should be taken not to make a strong vowel value between the two sounds, *p* and *l*.

Pronounce slowly, separating into parts, *pl um*, *pl ay*, *s um*.

Combine with sounds previously learned into:

<i>pl um</i>	<i>pl ay</i>	<i>pl ot</i>	<i>pl um</i>
<i>pl ay</i>	<i>gr ay</i>	<i>sh ot</i>	<i>s um</i>
<i>pl ot</i>	<i>s ay</i>	<i>j ot</i>	<i>g um</i>
	<i>m ay</i>	<i>l ot</i>	
	<i>l ay</i>	<i>t ot</i>	
	<i>d ay</i>	<i>n ot</i>	
	<i>b ay</i>	<i>d ot</i>	
	<i>g ay</i>	<i>c ot</i>	
	<i>r ay</i>	<i>g ot</i>	
	<i>h ay</i>	<i>h ot</i>	
	<i>p ay</i>		
	<i>w ay</i>		

XXI

New phonograms: tr, ee.

Rapid card review.

tr is a compound phonogram formed by combining the voiceless or breath dental *t* with *r*.

Pronounce slowly, separating into parts, *tr ee*, *tr ay*, *tr ail*.

Combine with sounds previously learned into:

<i>tr ay</i>	<i>tr ot</i>	<i>tr ails</i>	<i>tr ack</i>
<i>gr ay</i>	<i>sh ot</i>	<i>t ails</i>	<i>p ack</i>
<i>s ay</i>	<i>j ot</i>	<i>f ails</i>	<i>s ack</i>
<i>m ay</i>	<i>l ot</i>	<i>s ails</i>	<i>l ack</i>
<i>l ay</i>	<i>t ot</i>	<i>m ails</i>	<i>t ack</i>
<i>d ay</i>	<i>n ot</i>	<i>n ails</i>	<i>b ack</i>
<i>b ay</i>	<i>d ot</i>	<i>r ails</i>	<i>r ack</i>
<i>g ay</i>	<i>c ot</i>	<i>h ails</i>	<i>J ack</i>
<i>r ay</i>	<i>g ot</i>		
<i>h ay</i>	<i>h ot</i>	<i>tr im</i>	<i>tr ee</i>
<i>p ay</i>		<i>gr im</i>	<i>tr ails</i>
<i>w ay</i>	<i>tr ee</i>	<i>d im</i>	<i>tr ot</i>
	<i>s ee</i>	<i>r im</i>	<i>tr im</i>
	<i>f ee</i>	<i>T im</i>	<i>tr ay</i>
	<i>w ee</i>	<i>h im</i>	<i>tr ack</i>
		<i>J im</i>	

XXII

New phonogram: fr.

Rapid card review.

fr is a compound phonogram formed by combining the voiceless or breathed labial *f* with *r*.

Pronounce slowly, separating into parts, *fr om*, *fr og*, *fr ame*, *fr ay*.

Combine with sounds previously learned, into:

<i>fr om</i>	<i>fr og</i>	<i>fr ame</i>	<i>fr et</i>	<i>fr ay</i>
<i>fr og</i>	<i>j og</i>	<i>sh ame</i>	<i>w et</i>	<i>s ay</i>
<i>fr ame</i>	<i>l og</i>	<i>g ame</i>	<i>s et</i>	<i>m ay</i>

<i>fr et</i>	<i>f og</i>	<i>c ame</i>	<i>m et</i>	<i>l ay</i>
<i>fr ay</i>	<i>d og</i>	<i>s ame</i>	<i>l et</i>	<i>d ay</i>
	<i>h og</i>	<i>l ame</i>	<i>n et</i>	<i>b ay</i>
		<i>t ame</i>	<i>b et</i>	<i>g ay</i>
		<i>n ame</i>	<i>g et</i>	<i>r ay</i>
		<i>f ame</i>	<i>p et</i>	<i>h ay</i>
		<i>d ame</i>		<i>p ay</i>
				<i>w ay</i>

XXIII

New phonograms: *th*, *em*.

Rapid card review.

th is a voiced dental sound formed by placing the tongue against the upper teeth and forcing the breath through them.

Pronounce slowly, separating into parts, *th ey*, *th em*, *th at*.

Combine with sounds previously learned, into:

<i>th em</i>	<i>th em</i>	<i>th at</i>	<i>th e</i>
<i>th at</i>	<i>h em</i>	<i>c at</i>	<i>b e</i>
<i>th ee</i>		<i>s at</i>	<i>h e</i>
<i>th e</i>		<i>m at</i>	<i>m e</i>
	<i>th ee</i>	<i>f at</i>	<i>sh e</i>
	<i>tr ee</i>	<i>t at</i>	
	<i>s ee</i>	<i>N at</i>	
	<i>f ee</i>	<i>r at</i>	
	<i>w ee</i>	<i>h at</i>	

XXIV

New phonograms: *bl*, *ue*.

Rapid card review.

bl is a compound phonogram formed by combining the voiced labial *b* with the voiced dental *l*.

Pronounce slowly, separating into parts, *bl ue*, *bl ow*, *bl ack*.

Combine with sounds previously learned, into:

<i>bl ue</i>	<i>bl ue</i>	<i>bl ind</i>	<i>bl ame</i>	<i>bl ot</i>
<i>bl ow</i>	<i>s ue</i>	<i>gr ind</i>	<i>g ame</i>	<i>sh ot</i>
<i>bl ack</i>	<i>d ue</i>	<i>k ind</i>	<i>c ame</i>	<i>j ot</i>

<i>bl ame</i>	<i>c ue</i>	<i>w ind</i>	<i>s ame</i>	<i>l ot</i>
<i>bl ind</i>	<i>h ue</i>	<i>m ind</i>	<i>l ame</i>	<i>t ot</i>
		<i>f ind</i>	<i>t ame</i>	<i>n ot</i>
	<i>bl ack</i>		<i>n ame</i>	<i>d ot</i>
	<i>p ack</i>	<i>bl ow</i>	<i>f ame</i>	<i>c ot</i>
	<i>s ack</i>	<i>gr ow</i>	<i>d ame</i>	<i>g ot</i>
	<i>l ack</i>	<i>m ow</i>	<i>sh ame</i>	<i>h ot</i>
	<i>t ack</i>	<i>l ow</i>		<i>pl ot</i>
	<i>b ack</i>	<i>t ow</i>		
	<i>r ack</i>	<i>b ow</i>		
	<i>J ack</i>	<i>r ow</i>		
	<i>tr ack</i>			

XXV

New phonogram: st.

Rapid card review.

st is a compound phonogram formed by combining the voiceless dental *s* with the voiceless dental *t*.

Pronounce slowly, separating into parts, *st ayed*, *st one*, *st are*.

Combine with sounds previously learned, into:

<i>st one</i>	<i>st one</i>	<i>st are</i>	<i>st ow</i>
<i>st are</i>	<i>l one</i>	<i>m are</i>	<i>s ow</i>
<i>st ow</i>	<i>t one</i>	<i>f are</i>	<i>m ow</i>
<i>st ack</i>	<i>b one</i>	<i>d are</i>	<i>l ow</i>
<i>st ay</i>		<i>c are</i>	<i>t ow</i>
<i>st all</i>	<i>st em</i>	<i>b are</i>	<i>b ow</i>
<i>st ings</i>	<i>h em</i>	<i>r are</i>	<i>r ow</i>
<i>st eep</i>	<i>th em</i>	<i>h are</i>	<i>sh ow</i>
<i>st em</i>		<i>p are</i>	<i>gr ow</i>
		<i>sh are</i>	<i>bl ow</i>

<i>st ack</i>	<i>st ay</i>	<i>st all</i>	<i>st ings</i>
<i>bl ack</i>	<i>tr ay</i>	<i>f all</i>	<i>th ings</i>
<i>tr ack</i>	<i>gr ay</i>	<i>t all</i>	<i>s ings</i>
<i>p ack</i>	<i>s ay</i>	<i>c all</i>	<i>r ings</i>

<i>s ack</i>	<i>m ay</i>	<i>b all</i>	<i>k ings</i>
<i>l ack</i>	<i>l ay</i>	<i>h all</i>	<i>w ings</i>
<i>t ack</i>	<i>d ay</i>	<i>w all</i>	
<i>b ack</i>	<i>b ay</i>		
<i>r ack</i>	<i>g ay</i>	<i>st eep</i>	
<i>J ack</i>	<i>r ay</i>	<i>d eep</i>	
	<i>h ay</i>	<i>p eep</i>	
	<i>p ay</i>	<i>w eep</i>	
	<i>w ay</i>	<i>sh eep</i>	

XXVI

New phonogram: sl.

Rapid card review.

sl is a compound phonogram formed by combining the voiceless dental *s* with the voiced dental *l*.

Pronounce slowly, separating into parts, *sl ow*, *sl eepy*, *sl im*.

Combine with sounds previously learned, into:

<i>sl ay</i>	<i>sl im</i>	<i>sl im</i>	<i>sl ings</i>	<i>sl ow</i>
<i>st ay</i>	<i>sl ings</i>	<i>T im</i>	<i>s ings</i>	<i>s ow</i>
<i>tr ay</i>	<i>sl eep</i>	<i>d im</i>	<i>r ings</i>	<i>m ow</i>
<i>gr ay</i>	<i>sl ow</i>	<i>r im</i>	<i>w ings</i>	<i>l ow</i>
<i>s ay</i>		<i>h im</i>	<i>th ings</i>	<i>t ow</i>
<i>l ay</i>	<i>sl eep</i>	<i>J im</i>	<i>st ings</i>	<i>b ow</i>
<i>d ay</i>	<i>d eep</i>	<i>tr im</i>		<i>r ow</i>
<i>b ay</i>	<i>p eep</i>	<i>gr im</i>		<i>sh ow</i>
<i>g ay</i>	<i>w eep</i>	<i>v im</i>		<i>gr ow</i>
<i>r ay</i>	<i>sh eep</i>			<i>bl ow</i>
<i>h ay</i>	<i>st eep</i>			
<i>p ay</i>				
<i>w ay</i>				

XXVII

New phonograms: wh, en.

Rapid card review.

wh is a voiceless labial formed by rounding the lips, raising the base of the tongue and forcing the breath as in panting.

Pronounce slowly, separating into parts, *wh en*, *wh at*, *wh ey*.
Combine with sounds previously learned, into:

<i>wh en</i>	<i>wh en</i>	<i>wh im</i>
<i>wh im</i>	<i>m en</i>	<i>T im</i>
	<i>t en</i>	<i>d im</i>
	<i>d en</i>	<i>r im</i>
	<i>h en</i>	<i>h im</i>
	<i>p en</i>	<i>J im</i>
	<i>th en</i>	<i>tr im</i>
		<i>gr im</i>
		<i>v im</i>

XXVIII

New phonograms: *fl*, *y*, *ew*.

Rapid card review.

fl is a compound sound, consisting of the voiceless *f* combined with the voiced labial *l*. See III and IV for the manner in which these sounds are formed.

The long sound of *y* is like the long sound of *i*.

ew has the sound of long *ū*.

Pronounce slowly, separating into parts, *fl y*, *fl ew*, *fl at*.

Combine with sounds previously learned, into:

<i>fl y</i>	<i>fl y</i>	<i>fl ew</i>	<i>fl at</i>	<i>fl ails</i>
<i>fl at</i>	<i>m y</i>	<i>m ew</i>	<i>s at</i>	<i>s ails</i>
<i>fl ails</i>	<i>b y</i>	<i>f ew</i>	<i>m at</i>	<i>m ails</i>
<i>fl og</i>	<i>sh y</i>	<i>d ew</i>	<i>f at</i>	<i>f ails</i>
<i>fl are</i>	<i>fr y</i>	<i>n ew</i>	<i>N at</i>	<i>t ails</i>
<i>fl ow</i>	<i>pl y</i>	<i>h ew</i>	<i>c at</i>	<i>n ails</i>
<i>fl ay</i>	<i>th y</i>	<i>p ew</i>	<i>b at</i>	<i>b ails</i>
<i>fl ings</i>	<i>st y</i>	<i>bl ew</i>	<i>r at</i>	<i>r ails</i>
<i>fl ee</i>	<i>sl y</i>	<i>st ew</i>	<i>h at</i>	<i>h ails</i>
<i>fl ew</i>	<i>wh y</i>	<i>sl ew</i>	<i>th at</i>	<i>p ails</i>
			<i>sl at</i>	<i>j ails</i>
			<i>ch at</i>	

<i>fl og</i>	<i>fl ame</i>	<i>fl are</i>	<i>fl ay</i>	<i>fl ings</i>
<i>l og</i>	<i>s ame</i>	<i>m are</i>	<i>s ay</i>	<i>s ings</i>
<i>d og</i>	<i>l ame</i>	<i>f are</i>	<i>m ay</i>	<i>r ings</i>
<i>c og</i>	<i>f ame</i>	<i>t are</i>	<i>l ay</i>	<i>w ings</i>
<i>b og</i>	<i>t ame</i>	<i>d are</i>	<i>d ay</i>	<i>th ings</i>
<i>h og</i>	<i>n ame</i>	<i>c are</i>	<i>b ay</i>	<i>st ings</i>
<i>j og</i>	<i>d ame</i>	<i>b are</i>	<i>g ay</i>	<i>sl ings</i>
	<i>c ame</i>	<i>r are</i>	<i>r ay</i>	
	<i>g ame</i>		<i>h ay</i>	

<i>fl ee</i>	<i>sh ame</i>	<i>h are</i>	<i>p ay</i>	<i>fl ew</i>
<i>s ee</i>	<i>fr ame</i>	<i>p are</i>	<i>w ay</i>	<i>f ew</i>
<i>f ee</i>	<i>bl ame</i>	<i>w are</i>	<i>fr ay</i>	<i>d ew</i>
<i>w ee</i>		<i>sh are</i>	<i>gr ay</i>	<i>h ew</i>
<i>tr ee</i>		<i>st are</i>	<i>pl ay</i>	<i>m ew</i>
<i>fr ee</i>			<i>st ay</i>	<i>n ew</i>
<i>th ee</i>			<i>sl ay</i>	<i>p ew</i>
				<i>gr ew</i>
				<i>bl ew</i>
				<i>st ew</i>
				<i>sl ew</i>

XXIX

New phonograms: *ch*, *air*.

Rapid card review.

ch is a voiceless dental; it is a voiceless, or breathed sound. To form it the mouth is stretched or widened, the teeth are placed close together, and the tip of the tongue touches the roof of the mouth. The breath is forced through the part of the mouth where the tongue touches the palate.

Pronounce slowly, separating into parts, *ch air*, *ch at*, *ch um*.

Combine with sounds previously learned, into:

<i>ch air</i>	<i>ch air</i>	<i>ch at</i>	<i>ch um</i>	<i>ch ew</i>
<i>ch at</i>	<i>l air</i>	<i>s at</i>	<i>s um</i>	<i>f ew</i>
<i>ch um</i>	<i>f air</i>	<i>m at</i>	<i>g um</i>	<i>n ew</i>

h air
p air

f at
N at
c at
b at
r at
h at
th at
sl at
fl at

d ew
p ew
bl ew
st ew
sl ew
fl ew

XXX

New phonograms: br, own.

Rapid card review.

br is composed of the voiced labial *b* and the voiced dental *r*.

Pronounce slowly, separating into parts, *br own*, *br im*, *br ings*.

Combine with sounds previously learned, into:

<i>br own</i>	<i>br own</i>	<i>br ay</i>	<i>br im</i>	<i>br ings</i>
<i>br im</i>	<i>t own</i>	<i>s ay</i>	<i>T im</i>	<i>s ings</i>
<i>br ay</i>	<i>d own</i>	<i>m ay</i>	<i>d im</i>	<i>r ings</i>
<i>br ings</i>	<i>g own</i>	<i>l ay</i>	<i>r im</i>	<i>w ings</i>
<i>br ew</i>		<i>n ay</i>	<i>h im</i>	<i>th ings</i>
		<i>d ay</i>	<i>J im</i>	<i>st ings</i>
		<i>b ay</i>	<i>tr im</i>	<i>sl ings</i>
		<i>g ay</i>	<i>gr im</i>	<i>fl ings</i>
		<i>r ay</i>	<i>v im</i>	
		<i>h ay</i>	<i>sl im</i>	
		<i>p ay</i>	<i>wh im</i>	
		<i>w ay</i>		
		<i>tr ay</i>		
		<i>fr ay</i>		
		<i>gr ay</i>		
		<i>pl ay</i>		
		<i>st ay</i>		
		<i>sl ay</i>		
		<i>fl ay</i>		

XXXI

New phonogram: y.

Rapid card review.

y beginning a word is a voiced palatal. It is formed by raising the middle of the tongue toward the hard palate.

Pronounce slowly, separating into parts, *y ou, y es, y our*.

Combine with sounds previously learned, into:

<i>y ell</i>	<i>y ell</i>	<i>y et</i>	<i>y ew</i>	<i>y e</i>
<i>y et</i>	<i>s ell</i>	<i>s et</i>	<i>fl ew</i>	<i>h e</i>
<i>y ew</i>	<i>f ell</i>	<i>m et</i>	<i>sl ew</i>	<i>m e</i>
<i>y e</i>	<i>t ell</i>	<i>l et</i>	<i>st ew</i>	<i>b e</i>
	<i>N ell</i>	<i>b et</i>	<i>bl ew</i>	<i>sh e</i>
	<i>d ell</i>	<i>g et</i>	<i>m ew</i>	<i>th e</i>
	<i>b ell</i>	<i>j et</i>	<i>f ew</i>	
	<i>w ell</i>	<i>p et</i>	<i>d ew</i>	
	<i>sh ell</i>	<i>w et</i>	<i>h ew</i>	
		<i>fr et</i>	<i>p ew</i>	

XXXII

New phonograms: kn, ows.

Rapid card review.

kn has the *k* silent. The *n* is a voiced dental.

Pronounce slowly, separating into parts, *kn ows*.

Combine with sounds previously learned into:

<i>kn ot</i>	<i>kn ows</i>	<i>kn ell</i>	<i>kn ack</i>
<i>l ot</i>	<i>m ows</i>	<i>s ell</i>	<i>s ack</i>
<i>t ot</i>	<i>l ows</i>	<i>f ell</i>	<i>l ack</i>
<i>n ot</i>	<i>t ows</i>	<i>t ell</i>	<i>t ack</i>
<i>d ot</i>	<i>b ows</i>	<i>N ell</i>	<i>b ack</i>
<i>c ot</i>	<i>r ows</i>	<i>d ell</i>	<i>r ack</i>
<i>g ot</i>	<i>sh ows</i>	<i>b ell</i>	<i>h ack</i>
<i>h ot</i>	<i>gr ows</i>	<i>w ell</i>	<i>p ack</i>
<i>j ot</i>	<i>bl ows</i>	<i>sh ell</i>	<i>tr ack</i>
<i>p ot</i>	<i>st ows</i>	<i>y ell</i>	<i>bl ack</i>

<i>sh ot</i>	<i>fl ows</i>		<i>st ack</i>
<i>pl ot</i>		<i>kn ew</i>	<i>sl ack</i>
<i>bl ot</i>	<i>kn ee</i>	<i>fl ew</i>	
<i>sl ot</i>	<i>s ee</i>	<i>st ew</i>	
	<i>f ee</i>	<i>sl ew</i>	
<i>kn ows</i>	<i>w ee</i>	<i>bl ew</i>	
<i>kn ell</i>	<i>tr ee</i>	<i>m ew</i>	
<i>kn ack</i>	<i>fr ee</i>	<i>f ew</i>	
<i>kn ew</i>	<i>th ee</i>	<i>d ew</i>	
<i>kn ot</i>	<i>fl ee</i>	<i>h ew</i>	
<i>kn ee</i>		<i>p ew</i>	

XXXIII

New phonogram: *sp*.

Rapid card review.

sp is a compound sound formed by combining the voiceless dental *s* with the voiceless or stopped labial *p*.

Pronounce slowly, separating into parts, *sp ider*, *sp ell*, *sp ot*.

Combine with sounds previously learned into:

<i>sp ell</i>	<i>sp ell</i>	<i>sp are</i>	<i>sp ot</i>	<i>sp y</i>
<i>sp are</i>	<i>kn ell</i>	<i>m are</i>	<i>l ot</i>	<i>fl y</i>
<i>sp ot</i>	<i>s ell</i>	<i>f are</i>	<i>t ot</i>	<i>m y</i>
<i>sp y</i>	<i>f ell</i>	<i>d are</i>	<i>n ot</i>	<i>b y</i>
	<i>t ell</i>	<i>c are</i>	<i>d ot</i>	<i>sh y</i>
	<i>N ell</i>	<i>b are</i>	<i>c ot</i>	<i>fr y</i>
	<i>d ell</i>	<i>r are</i>	<i>g ot</i>	<i>pl y</i>
	<i>b ell</i>	<i>h are</i>	<i>h ot</i>	<i>th y</i>
	<i>w ell</i>	<i>p are</i>	<i>j ot</i>	<i>sl y</i>
	<i>sh ell</i>	<i>w are</i>	<i>p ot</i>	<i>wh y</i>
	<i>y ell</i>	<i>sh are</i>	<i>sh ot</i>	<i>sp y</i>
		<i>st are</i>	<i>pl ot</i>	
		<i>fl are</i>	<i>bl ot</i>	
			<i>sl ot</i>	
			<i>kn ot</i>	

XXXIV

New phonogram: cr.

Rapid card review.

cr is a compound sound formed by combining the voiceless guttural hard *c* (sound of *k*) with the voiced dental *r*.

Pronounce slowly, separating into parts, *cr own*, *cr eak*, *cr y*.

Combine with sounds previously learned into:

<i>cr own</i>	<i>cr own</i>	<i>cr ack</i>	<i>cr eep</i>	<i>cr y</i>	<i>cr ows</i>
<i>cr ack</i>	<i>br own</i>	<i>s ack</i>	<i>d eep</i>	<i>m y</i>	<i>s ows</i>
<i>cr eep</i>	<i>t own</i>	<i>t ack</i>	<i>p eep</i>	<i>b y</i>	<i>m ows</i>
<i>cr y</i>	<i>d own</i>	<i>b ack</i>	<i>w eep</i>	<i>sh y</i>	<i>l ows</i>
<i>cr ew</i>	<i>g own</i>	<i>r ack</i>	<i>sh eep</i>	<i>fr y</i>	<i>t ows</i>
<i>cr ows</i>	<i>fr own</i>	<i>J ack</i>	<i>st eep</i>	<i>pl y</i>	<i>b ows</i>
		<i>p ack</i>	<i>sl eep</i>	<i>th y</i>	<i>r ows</i>
	<i>cr ew</i>	<i>tr ack</i>		<i>st y</i>	<i>gr ows</i>
	<i>br ew</i>	<i>bl ack</i>		<i>sl y</i>	<i>bl ows</i>
		<i>st ack</i>		<i>wh y</i>	<i>st ows</i>
		<i>sl ack</i>		<i>fl y</i>	<i>fl ows</i>
		<i>wh ack</i>		<i>sp y</i>	<i>kn ows</i>
		<i>kn ack</i>			

XXXV

New phonogram: thr.

Rapid card review.

thr is a compound sound, formed by combining the voiceless dental *th* with the voiced dental *r*. In the *th* the tongue touches the upper teeth and the breath is forced through the teeth over the tongue.

Pronounce slowly, separating into parts, *thr ow*, *thr ew*, *thr ee*.

Combine with sounds previously learned into:

<i>thr one</i>	<i>thr one</i>	<i>thr ow</i>	<i>thr all</i>	<i>thr ows</i>
<i>thr ow</i>	<i>l one</i>	<i>s ow</i>	<i>f all</i>	<i>s ows</i>
<i>thr all</i>	<i>t one</i>	<i>m ow</i>	<i>t all</i>	<i>m ows</i>
<i>thr ee</i>	<i>c one</i>	<i>l ow</i>	<i>c all</i>	<i>l ows</i>

<i>thr ew</i>	<i>b one</i>	<i>t ow</i>	<i>b all</i>	<i>t ows</i>
<i>thr ows</i>		<i>b ow</i>	<i>h all</i>	<i>b ows</i>
	<i>thr ee</i>	<i>r ow</i>	<i>st all</i>	<i>r ows</i>
	<i>s ee</i>	<i>sh ow</i>		<i>sh ows</i>
	<i>f ee</i>	<i>gr ow</i>	<i>thr ew</i>	<i>gr ows</i>
	<i>w ee</i>	<i>bl ow</i>	<i>cr ew</i>	<i>bl ows</i>
	<i>tr ee</i>	<i>st ow</i>	<i>br ew</i>	<i>st ows</i>
	<i>fr ee</i>	<i>fl ow</i>		<i>fl ows</i>
	<i>th ee</i>	<i>kn ow</i>		<i>kn ows</i>
	<i>fl ee</i>	<i>cr ow</i>		<i>cr ows</i>
	<i>kn ee</i>			

XXXVI

New phonogram: ad.

Rapid card review.

Pronounce slowly, separating into parts, *h ad*, *b ad*.

Combine with sounds previously learned into:

s ad
m ad
l ad
b ad
p ad
sh ad

XXXVII

New phonograms: ill, ags.

Rapid card review.

Pronounce slowly, separating into parts, *b ags*, *w ill*, *J ill*, *t ill*.

Combine with sounds previously learned into:

<i>s ill</i>	<i>b ags</i>
<i>m ill</i>	<i>r ags</i>
<i>f ill</i>	<i>w ags</i>
<i>b ill</i>	<i>st ags</i>
<i>r ill</i>	<i>fl ags</i>

h ill
J ill
p ill
w ill
st ill
ch ill
sp ill
thr ill

XXXVIII

New phonograms: *an, oy.*

Rapid card review.

Pronounce slowly, separating into parts, *N an, r an, p an, b oy.*

Combine with sounds previously learned into:

<i>m an</i>	<i>t oy</i>
<i>f an</i>	<i>c oy</i>
<i>t an</i>	<i>b oy</i>
<i>N an</i>	<i>R oy</i>
<i>D an</i>	<i>j oy</i>
<i>c an</i>	
<i>b an</i>	
<i>r an</i>	
<i>p an</i>	
<i>v an</i>	
<i>th an</i>	
<i>br an</i>	
<i>sp an</i>	

XXXIX

New phonograms: *ale, ey.*

Rapid card review.

Pronounce slowly, separating into parts, *wh ale, wh ey.*

Combine with sounds previously learned into:

<i>s ale</i>	<i>wh ey</i>
<i>m ale</i>	<i>th ey</i>

t ale
d ale
b ale
g ale
h ale
p ale
v ale
st ale
wh ale

XL

New phonograms: *ide, umb, ood.*

Rapid card review.

Pronounce slowly, separating into parts, *r ide, s ide, th umb, g ood.*

Combine with sounds previously learned into:

<i>s ide</i>	<i>th umb</i>	<i>g ood</i>
<i>t ide</i>	<i>m umb</i>	<i>h ood</i>
<i>b ide</i>	<i>d umb</i>	<i>st ood</i>
<i>r ide</i>	<i>cr umb</i>	
<i>h ide</i>		
<i>w ide</i>		
<i>sl ide</i>		
<i>ch ide</i>		
<i>br ide</i>		

XLI

New phonograms: *ave, out, ead.*

Rapid card review.

Pronounce slowly, separating into parts, *g ave, g out, br ead.*

Combine with sounds previously learned into:

<i>g ave</i>	<i>g out</i>	<i>br ead</i>
<i>s ave</i>	<i>p out</i>	<i>l ead</i>
<i>n ave</i>	<i>sh out</i>	<i>d ead</i>
<i>D ave</i>	<i>tr out</i>	<i>r ead</i>

<i>c ave</i>	<i>st out</i>	<i>h ead</i>
<i>g ave</i>	<i>sp out</i>	<i>tr ead</i>
<i>r ave</i>		<i>st ead</i>
<i>p ave</i>		<i>thr ead</i>
<i>w ave</i>		
<i>sh ave</i>		
<i>gr ave</i>		
<i>st ave</i>		
<i>br ave</i>		
<i>kn ave</i>		
<i>cr ave</i>		

XLII

New phonograms: *ould, ank, ound.*

Rapid card review.

Pronounce slowly, separating into parts, *c ould, th ank, f ound.*

Combine with sounds previously learned into:

<i>c ould</i>	<i>th ank</i>	<i>f ound</i>
<i>w ould</i>	<i>s ank</i>	<i>s ound</i>
<i>sh ould</i>	<i>t ank</i>	<i>m ound</i>
	<i>b ank</i>	<i>b ound</i>
	<i>r ank</i>	<i>r ound</i>
	<i>fr ank</i>	<i>h ound</i>
	<i>pl ank</i>	<i>p ound</i>
	<i>bl ank</i>	<i>w ound</i>
	<i>cr ank</i>	<i>gr ound</i>

XLIII

New phonograms: *ight, ump, un.*

Rapid card review.

Pronounce slowly, separating into parts, *Br ight, m ight, Fr ight, j ump, f un.*

Combine with sounds previously learned into:

<i>Br ight</i>	<i>j ump</i>	<i>f un</i>
<i>s ight</i>	<i>l ump</i>	<i>s un</i>

<i>m ight</i>	<i>b ump</i>	<i>b un</i>
<i>l ight</i>	<i>h ump</i>	<i>g un</i>
<i>t ight</i>	<i>j ump</i>	<i>r un</i>
<i>r ight</i>	<i>pl ump</i>	<i>p un</i>
<i>pl ight</i>	<i>th ump</i>	<i>sh un</i>
<i>bl ight</i>	<i>st ump</i>	<i>st un</i>
<i>fl ight</i>	<i>sl ump</i>	<i>sp un</i>
<i>n ight</i>		

XLIV

New phonograms: *ent*, *it*, *ig*.

Rapid card review.

Pronounce slowly, separating into parts, *w ent*, *b it*, *p ig*.

Combine with sounds previously learned into:

<i>w ent</i>	<i>b it</i>	<i>p ig</i>
<i>s ent</i>	<i>s it</i>	<i>f ig</i>
<i>l ent</i>	<i>m it</i>	<i>d ig</i>
<i>t ent</i>	<i>l it</i>	<i>b ig</i>
<i>d ent</i>	<i>f it</i>	<i>r ig</i>
<i>b ent</i>	<i>b it</i>	<i>w ig</i>
<i>r ent</i>	<i>h it</i>	
<i>p ent</i>	<i>p it</i>	
<i>v ent</i>	<i>w it</i>	
<i>sp ent</i>	<i>gr it</i>	
	<i>fl it</i>	
	<i>kn it</i>	

XLV

New phonograms: *ime*, *aste*, *atch*.

Rapid card review.

Pronounce slowly, separating into parts, *t ime*, *t aste*, *c atch*.

Combine with sounds previously learned into:

<i>t ime</i>	<i>t aste</i>	<i>c atch</i>
<i>l ime</i>	<i>b aste</i>	<i>m atch</i>
<i>d ime</i>	<i>h aste</i>	<i>l atch</i>

<i>gr ime</i>	<i>p aste</i>	<i>b atch</i>
<i>ch ime</i>	<i>w aste</i>	<i>h atch</i>
<i>cr ime</i>		<i>p atch</i>
		<i>th atch</i>

XLVI

New phonograms: ock, uck.

Rapid card review.

Pronounce slowly, separating into parts, *cl ock*, *str uck*.

Combine with sounds previously learned into:

<i>cl ock</i>	<i>str uck</i>	<i>cl ock</i>	<i>str uck</i>	<i>cl ot</i>
<i>cl ot</i>	<i>str ay</i>	<i>m ock</i>	<i>l uck</i>	<i>l ot</i>
<i>cl ay</i>	<i>str ings</i>	<i>l ock</i>	<i>d uck</i>	<i>t ot</i>
<i>cl ings</i>	<i>str ew</i>	<i>d ock</i>	<i>b uck</i>	<i>n ot</i>
<i>cl ew</i>	<i>str ide</i>	<i>r ock</i>	<i>tr uck</i>	<i>d ot</i>
<i>cl own</i>		<i>sh ock</i>	<i>pl uck</i>	<i>c ot</i>
<i>cl ad</i>		<i>fr ock</i>	<i>st uck</i>	<i>g ot</i>
<i>cl ime</i>	<i>cr ew</i>	<i>bl ock</i>		<i>h ot</i>
	<i>br ew</i>	<i>st ock</i>	<i>cl own</i>	<i>p ot</i>
<i>cl ay</i>	<i>thr ew</i>	<i>kn ock</i>	<i>t own</i>	<i>sh ot</i>
<i>s ay</i>			<i>d own</i>	<i>pl ot</i>
<i>m ay</i>	<i>cl ings</i>	<i>cl ew</i>	<i>g own</i>	<i>bl ot</i>
<i>b ay</i>	<i>s ings</i>	<i>fl ew</i>	<i>fr own</i>	<i>sl ot</i>
<i>n ay</i>	<i>r ings</i>	<i>sl ew</i>	<i>cr own</i>	<i>kn ot</i>
<i>d ay</i>	<i>w ings</i>	<i>st ew</i>		<i>sp ot</i>
<i>g ay</i>	<i>th ings</i>	<i>bl ew</i>	<i>str ings</i>	<i>cl ot</i>
<i>r ay</i>	<i>st ings</i>	<i>m ew</i>	<i>s ings</i>	
<i>h ay</i>	<i>fl ings</i>	<i>f ew</i>	<i>r ings</i>	<i>str ay</i>
<i>p ay</i>	<i>br ings</i>	<i>d ew</i>	<i>w ings</i>	<i>s ay</i>
<i>w ay</i>	<i>str ings</i>	<i>h ew</i>	<i>th ings</i>	<i>m ay</i>
<i>tr ay</i>		<i>p ew</i>	<i>st ings</i>	<i>l ay</i>
<i>gr ay</i>			<i>sl ings</i>	<i>d ay</i>
<i>pl ay</i>	<i>cl ad</i>	<i>cl ime</i>	<i>fl ings</i>	<i>b ay</i>
<i>st ay</i>	<i>s ad</i>	<i>t ime</i>	<i>br ings</i>	<i>g ay</i>
<i>sl ay</i>	<i>m ad</i>	<i>d ime</i>	<i>cl ings</i>	<i>r ay</i>

<i>fl ay</i>	<i>l ad</i>	<i>gr ime</i>		<i>h ay</i>
<i>br ay</i>	<i>b ad</i>	<i>ch ime</i>	<i>str ide</i>	<i>p ay</i>
	<i>h ad</i>	<i>cr ime</i>	<i>s ide</i>	<i>w ay</i>
	<i>p ad</i>		<i>t ide</i>	<i>tr ay</i>
	<i>sh ad</i>		<i>b ide</i>	<i>gr ay</i>
			<i>r ide</i>	<i>pl ay</i>
			<i>h ide</i>	<i>st ay</i>
			<i>w ide</i>	<i>sl ay</i>
			<i>sl ide</i>	<i>br ay</i>
			<i>ch ide</i>	<i>cl ay</i>
			<i>br ide</i>	

XLVII

New phonograms: *ade, ore, ine.*

Rapid card review.

Pronounce slowly, separating into parts, *m ade, m ore, f ine.*

Combine with sounds previously learned, into:

<i>m ade</i>	<i>m ore</i>	<i>f ine</i>	<i>th ine</i>
<i>f ade</i>	<i>s ore</i>	<i>l ine</i>	<i>wh ine</i>
<i>j ade</i>	<i>l ore</i>	<i>d ine</i>	<i>br ine</i>
<i>w ade</i>	<i>t ore</i>	<i>k ine</i>	<i>sp ine</i>
<i>sh ade</i>	<i>c ore</i>	<i>m ine</i>	
<i>tr ade</i>	<i>b ore</i>	<i>n ine</i>	
<i>gr ade</i>	<i>p ore</i>	<i>p ine</i>	
<i>bl ade</i>	<i>w ore</i>	<i>w ine</i>	
<i>sp ade</i>	<i>sh ore</i>	<i>sh ine</i>	
	<i>st ore</i>	<i>v ine</i>	

XLVIII

New phonograms: *ick, ain.*

Rapid card review.

Pronounce slowly, separating into parts, *st ick, pl ain.*

Combine with sounds previously learned into:

<i>st ick</i>	<i>pl ain</i>
<i>s ick</i>	<i>m ain</i>

<i>l ick</i>	<i>f ain</i>
<i>t ick</i>	<i>g ain</i>
<i>w ick</i>	<i>r ain</i>
<i>k ick</i>	<i>p ain</i>
<i>tr ick</i>	<i>tr ain</i>
<i>th ick</i>	<i>str ain</i>
<i>ch ick</i>	<i>gr ain</i>
<i>br ick</i>	<i>v ain</i>
<i>cl ick</i>	<i>st ain</i>
	<i>sl ain</i>
	<i>br ain</i>

XLIX

New phonograms: ea, ean.

Rapid card review.

Pronounce slowly, separating into parts, *t ea, l ean*.

Combine with words previously learned into:

<i>t ea</i>	<i>l ean</i>
<i>s ea</i>	<i>m ean</i>
<i>l ea</i>	<i>b ean</i>
	<i>cl ean</i>

L

New phonograms: oke, een, ane.

Rapid card review.

Pronounce slowly, separating into parts, *br oke, gr een, l ane*

Combine with words previously learned into:

<i>br oke</i>	<i>gr een</i>	<i>l ane</i>
<i>j oke</i>	<i>s een</i>	<i>s ane</i>
<i>p oke</i>	<i>k een</i>	<i>m ane</i>
<i>w oke</i>	<i>sh een</i>	<i>p ane</i>
<i>ch oke</i>		<i>w ane</i>
<i>y oke</i>		<i>v ane</i>
<i>sp oke</i>		<i>cr ane</i>
<i>str oke</i>		

LI

New phonograms: oon, uch, aught.

Rapid card review.

Pronounce slowly, separating into parts: *sp oon, s uch, c aught.*

Combine and compare:

<i>sp oon</i>	<i>s uch</i>	<i>c aught</i>
<i>s oon</i>	<i>m uch</i>	<i>t aught</i>
<i>m oon</i>		<i>n aught</i>
<i>n oon</i>		
<i>cr oon</i>		

LII

New phonograms: ing, ling.

Rapid card review.

Pronounce slowly, separating into parts, *fish ing, dump ling.*

Combine and compare:

<i>fish ing</i>	<i>dump ling</i>
<i>look ing</i>	<i>tumb ling</i>
<i>stock ing</i>	

LIII

New phonograms: ly, y, ty.

Rapid card review.

Pronounce slowly, separating into parts, *sil ly, sleep y, Hump ty.*

Combine and compare:

<i>sil ly</i>	<i>sleep y</i>	<i>Hump ty</i>
<i>sound ly</i>	<i>Marger y</i>	<i>Dump ty</i>
		<i>Jigge ty</i>

LIV

New phonograms: er, der, ter.

Rapid card review.

Pronounce slowly, separating into parts, *fast er, un der, wa ter*.
Combine and compare:

<i>fast er</i>	<i>un der</i>	<i>wa ter</i>
<i>corn er</i>	<i>wan der</i>	<i>af ter</i>
<i>Horn er</i>	<i>spi der</i>	<i>mas ter</i>
<i>oth er</i>	<i>gan der</i>	
<i>moth er</i>		
<i>grandmoth er</i>		
<i>togeth er</i>		
<i>roost er</i>		
<i>Tink er</i>		

LV

New phonograms: *ket, ret*.

Rapid card review.

Pronounce slowly, separating into parts, *mar ket, gar ret*.

Compare: *mar ket gar ret*

LVI

New phonograms: *ā, ä, a, â*.

Rapid card review.

Pronounce slowly, separating into parts, *s ails, b ag, f all, h are*.

Compare:

<i>s ails</i>	<i>s ame</i>	<i>b ag</i>	<i>f all</i>	<i>h are</i>
<i>g ain</i>	<i>s ay</i>	<i>m at</i>	<i>b all</i>	<i>b are</i>
	<i>s ale</i>	<i>s ad</i>	<i>c all</i>	<i>c are</i>
	<i>w aste</i>	<i>m an</i>	<i>h all</i>	<i>d are</i>
	<i>m ade</i>	<i>s ank</i>	<i>t all</i>	<i>r are</i>
	<i>l ane</i>	<i>c atch</i>	<i>w all</i>	<i>w are</i>

LVII

New phonograms: ē, ee, ě, ě̄, ê, e.

Rapid card review.

Pronounce slowly, separating into parts, *m e*, *tr ee*, *g et*, *h er*,
th ere, *th ey*.

Compare:

<i>m e</i>	<i>s ee</i>	<i>g et</i>	<i>h er</i>	<i>th ere</i>
<i>h e</i>	<i>tr ee</i>	<i>th em</i>	<i>Horn er</i>	<i>wh ere</i>
<i>sh e</i>	<i>sh eep</i>	<i>m en</i>	<i>Tink er</i>	
	<i>gr een</i>	<i>s ent</i>	<i>oth er</i>	<i>th ey</i>
	<i>f ee</i>		<i>moth er</i>	<i>wh ey</i>
	<i>w ee</i>			

LVIII

New phonograms: ī, ĭ, ĭ̄.

Rapid card review.

Pronounce slowly, separating into parts, *f ind*, *d id*, *b ird*.

Compare:

<i>f ind</i>	<i>d id</i>	<i>b ird</i>
<i>r ide</i>	<i>d im</i>	<i>th ird</i>
<i>m ight</i>	<i>m ill</i>	
<i>t ime</i>	<i>b it</i>	
<i>f ine</i>	<i>p ig</i>	
	<i>st ick</i>	

LIX

New phonograms: ō, ȯ, ô, o.

Rapid card review.

Pronounce slowly, separating into parts, *g o*, *s o*; *n ot*, *g ot*;
n or; *d o*.

Compare:

<i>g o</i>	<i>n ot</i>	<i>n or</i>	<i>d o</i>
<i>s o</i>	<i>g ot</i>	<i>f or</i>	<i>t o</i>
<i>n o</i>	<i>t op</i>		<i>wh o</i>
<i>bl ow</i>	<i>r ock</i>		
<i>r ow</i>			

LX

New phonograms: u, ũ, ʊ.

Rapid card review.

Pronounce slowly, separating into parts, *M uf fet, f ull, u sed.*

Compare:

<i>u sed</i>	<i>M uf fet</i>	<i>f ull</i>
	<i>t uf fet</i>	<i>p ulled</i>
	<i>up</i>	
	<i>us</i>	
	<i>b ut</i>	

PHONOGRAMS

INITIALS

<i>b</i>	<i>bl</i>	<i>thr</i>
<i>c</i>	<i>br</i>	<i>v</i>
<i>d</i>	<i>ch</i>	<i>w</i>
<i>f</i>	<i>cr</i>	<i>wh</i>
<i>g</i>	<i>fl</i>	<i>y</i>
<i>h</i>	<i>fr</i>	
<i>j</i>	<i>gr</i>	
<i>k</i>	<i>kn</i>	
<i>l</i>	<i>pl</i>	
<i>m</i>	<i>sh</i>	
<i>n</i>	<i>sl</i>	
<i>p</i>	<i>sp</i>	
<i>r</i>	<i>st</i>	
<i>s</i>	<i>th</i>	
<i>t</i>	<i>tr</i>	

STEMS

<i>ack</i>	<i>atch</i>	<i>ick</i>	<i>ot</i>
<i>ad</i>	<i>aught</i>	<i>id</i>	<i>ould</i>
<i>ade</i>	<i>ave</i>	<i>ide</i>	<i>ound</i>

<i>ags</i>	<i>ay</i>	<i>ie</i>	<i>out</i>
<i>ails</i>	<i>e</i>	<i>ig</i>	<i>ow</i>
<i>ain</i>	<i>ea</i>	<i>ight</i>	<i>own</i>
<i>air</i>	<i>ead</i>	<i>ill</i>	<i>ows</i>
<i>ale</i>	<i>ean</i>	<i>im</i>	<i>oy</i>
<i>all</i>	<i>ee</i>	<i>ime</i>	<i>ret</i>
<i>ame</i>	<i>een</i>	<i>ind</i>	<i>uch</i>
<i>an</i>	<i>eep</i>	<i>ings</i>	<i>uck</i>
<i>ane</i>	<i>ell</i>	<i>ine</i>	<i>ue</i>
<i>ank</i>	<i>em</i>	<i>it</i>	<i>um</i>
<i>are</i>	<i>en</i>	<i>oast</i>	<i>umb</i>
<i>aste</i>	<i>ent</i>	<i>ock</i>	<i>ump</i>
<i>at</i>	<i>et</i>	<i>og</i>	<i>un</i>
	<i>ew</i>	<i>oke</i>	<i>y</i>
	<i>ey</i>	<i>one</i>	
		<i>ood</i>	
		<i>oon</i>	
		<i>ore</i>	
		<i>orn</i>	
		<i>ost</i>	

ENDINGS

<i>er</i>	<i>ling</i>
<i>der</i>	<i>ly</i>
<i>ing</i>	<i>ty</i>
<i>ket</i>	<i>y</i>

WORD LIST

- | | | |
|--|--|--|
| <p>p. 2, a
tumble
down
the</p> | <p>p. 10, I
am
said
was
it
my</p> | <p>p. 18, poor
hungry
get
bone
bare
will
she</p> |
| <p>p. 3, the
cat
cupboard</p> | <p>p. 11, what
great
boy</p> | <p>p. 19, when
got
there
so
none
but</p> |
| <p>p. 4, and
is
in</p> | <p>p. 13, Miss Muffet
on
tuffet
curds
whey</p> | <p>pp. 20-22, Review</p> |
| <p>p. 5, can't
see
me</p> | <p>p. 14, spider
came
frightened</p> | <p>p. 24, Bo-Peep
has
lost
sheep
are</p> |
| <p>p. 7, little
Jack Horner
sat
corner</p> | <p>p. 15, her
beside
away
sitting</p> | <p>p. 25, find
tell
where
they
him</p> |
| <p>p. 8, eating
Christmas
pie
he</p> | <p>p. 17, old
Mother Hubbard
went
to
had
dog
bow-wow</p> | <p>p. 26, come
home
them
alone
you</p> |
| <p>p. 9, plum
put
his
thumb
pulled
out</p> | | |

p. 27, let
wagging
their
tails
behind
have

p. 38, tit-tat-toe
row
three
say
yes
no

p. 46, all
king's
horses
men
could
again
fell

p. 28, whose
art
thou
Tommy Tinker
Tommy Tinker's
how
says

p. 39, this
pig
market
stayed
roast
beef
wee-wee

p. 47, time
of
day
one
o'clock
two

p. 30, pussy
been
London
Queen

p. 41, Boy Blue
blow
your
horn

p. 48, ran
were

p. 31, did
mouse
under
chair
do

p. 42, meadow
haystack
soon
no one
asleep
by

pp. 49-51, Review

p. 52, Jack Sprat
Jack Sprat's
very
big
lean
fat
wag
tail

p. 32, ding-dong
bell
well
who
Tommy Lin
Johnny Stout

p. 43, sheep's
cow's
way
mind
fast

p. 53, can

p. 33, peek-a-boo
hiding
girl
good
from

p. 45, Humpty Dumpty
wall
go
not
fall
back
off

p. 54, Poll Parrot
garret
toast
tea
into
house
at

pp. 34-37, Review

- p. 55, Robin Redbreast
upon
tree
up
if
bad
saw
- p. 56, rooster
cock-a-doodle-doo
dance
without
shoe
- p. 57, indeed
- p. 58, buy
jiggety-jig
hog
jiggety-jog
bun
done
- p. 59, black
loves
master
dame
lives
lane
baa
love
- p. 60, any
wool
sir
bags
full
for
that
- p. 61, us
with
bag
- p. 62, bed
Slow
Sleepy Head
pan
Hungry Nan
before
eat
we
- pp. 63-65, Review
- p. 66, blackbirds
hill
named
Jill
fly
flew
- p. 67, diddle
dumpling
son
John
stockings
funny
- p. 68, green
brown
yellow
heart
- p. 69, ride
shall
tied
side
grandmother
other
together
- p. 70, fiddlestick
knows
till
finds
found
- p. 71, play
now
too
- p. 72, pail
water
broke
crown
tumbling
after
- p. 73, morning
help
- p. 75, Simple Simon
met
pieman
going
fair
taste
- p. 76, laughed
first
show
penny
then
give
- p. 77, a-fishing
catch
fish
whale
silly
mother's
- p. 78, ware
- pp. 79-82, Review
- p. 83, see-saw
which
London Town
foot
fun
jump

p. 85, woman
an
lived
know

p. 86, some
children
many
sometimes
didn't

p. 87, gave
broth
bread
whipped

p. 88, please
today
soundly
here
thank

p. 89, Bright
might
Fright
because

p. 90, hay
lazy
more
than
brook
why

p. 91, field
lay
owl
about
soft
over
hoo-hoo

p. 92, dickory-
dickory-dock
clock
struck
stopped
made
noise
as

p. 93, four
five
caught
alive
bit
finger
oh

pp. 94-97, Review

p. 99, Mother Goose
gander
fine
would
through
air

p. 100, plain
looking
nor
look

p. 101, wanted
wander
lad
yet
man

p. 102, Margery Daw
new
won't
work
faster

60

p. 103, King Cole
merry
soul
called
pipe
bowl
fiddlers

p. 105, coat
warm
don't
hurt
harm

p. 106, fire
sit
nice
food

p. 107, baby
likes
ball
cradle
runs

p. 108, rock-a-by
top
wind
blows
rock
shakes
sings

p. 109, ships
sailing
New Year's
think
pretty
girls

pp. 110-117, Review

p. 118, apple
bird
hid

p. 119, egg
nest
flower
loved
best
used

p. 119, keep
ivy
green
high

p. 120, gold
ate
our
orchard
pear

p. 121, woke
while
kite
sky
uncle
violet

p. 122, work
small
zero
nothing

PART III

FIRST READER: SECOND HALF-YEAR

GENERAL

Before the pupil takes up the **FIRST READER**, he should have completed the **PRIMER**, and gained some ability to read for himself. He should be able to recognize at sight at least four hundred words, and to pronounce many more by applying his knowledge of the phonograms. If the **MANUAL** for the **PRIMER** has been followed, these phonograms have been derived from words the pupils have been able to recognize as wholes. If the phonic exercises have been carefully given the pupil ought to be able to pronounce several hundred words. These will serve as a key to the pronunciation of most of the words he will be called upon to recognize. Furthermore, the character of the content and the manner of its presentation ought to have enabled the pupil not merely to pronounce words, but to group them in sentences so as to grasp the thought.

The **FIRST READER** continues the method begun in the **PRIMER**. Nursery rhymes are succeeded by fables, folk tales, fairy tales, nature stories, and easy verse. On the words used in the **PRIMER** as a foundation the child's vocabulary is gradually built up. The work of the second half-year will, of course, proceed more rapidly than that of the first half-year, for the children should have acquired greater

reading power. The teacher must not on this account relax her efforts. No reading lesson should be taken up without careful preparation on the teacher's part. The attention of the children should be called to all the new words and their meaning explained. The content of the story should then be dwelt on so as to rouse the interest of the children and make them eager to read it.

In taking up the reading lesson in detail, the teacher should make sure by questioning that the thought of each sentence is clear to the pupils. After the lesson has been read the children should be encouraged to tell the story in their own words.

Wherever possible, dramatization should be employed. With a little encouragement children will "play out" easy stories. Several stories in the FIRST READER are in dramatic form. These will serve as models for the teacher in assisting the children to dramatize the selections in the book. Such stories as "Red Riding Hood," "The Three Bears," "How the Bear Lost His Tail," and "Why the Sea is Salt" are full of dramatic interest and lend themselves easily to dramatization.

"The Mulberry Bush" is an old game that little children love to play.

When taking up the nature stories, "Billy's Lesson" and "How Peter Rabbit Ran Away," the teacher should not miss the opportunity afforded for giving brief talks on the habits of the squirrel and the rabbit. Such talks will not only increase the pleasure of the children in the reading lesson, but will rouse their interest in nature subjects generally.

PHONIC EXERCISES

I

Phonograms: *op, ook.*

Rapid card review of previous lesson.

Pronounce slowly, separating into parts, *st op, sh ook.*

Combine with sounds previously learned into:

<i>st op</i>	<i>sh ook</i>
<i>m op</i>	<i>b ook</i>
<i>p op</i>	<i>c ook</i>
<i>t op</i>	<i>h ook</i>
<i>ch op</i>	<i>l ook</i>
<i>cr op</i>	<i>n ook</i>
<i>sh op</i>	<i>t ook</i>
	<i>br ook</i>

II

Phonograms: *ake, ats.*

Rapid card review of previous lesson.

Pronounce slowly, separating into parts, *t ake, h ats.*

<i>t ake</i>	<i>h ats</i>
<i>b ake</i>	<i>b ats</i>
<i>c ake</i>	<i>c ats</i>
<i>l ake</i>	<i>m ats</i>
<i>m ake</i>	<i>p ats</i>
<i>r ake</i>	<i>r ats</i>
<i>s ake</i>	<i>v ats</i>
<i>w ake</i>	<i>ch ats</i>
<i>br ake</i>	<i>fl ats</i>
<i>fl ake</i>	<i>sl ats</i>
<i>sh ake</i>	
<i>st ake</i>	

III

Phonograms: *ox*, *ask*, *ed*.

Rapid card review of previous lessons.

Pronounce slowly, *f ox*, *ask*, *ask ed*.

Combine with sounds previously learned into:

<i>f ox</i>	<i>ask</i>	<i>ask ed</i>
<i>b ox</i>	<i>b ask</i>	<i>pull ed</i>
<i>f ox y</i>	<i>c ask</i>	<i>frighten ed</i>
	<i>m ask</i>	<i>stay ed</i>
	<i>t ask</i>	<i>laugh ed</i>
		<i>call ed</i> *

IV

Phonograms: *ars*, *ink*.

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *st ars*, *tw inkling*.

<i>st ars</i>	<i>tw ink(ling)</i>
<i>b ars</i>	<i>l ink</i>
<i>c ars</i>	<i>m ink</i>
<i>j ars</i>	<i>p ink</i>
<i>m ars</i>	<i>r ink</i>
<i>sp ars</i>	<i>s ink</i>
	<i>w ink</i>
	<i>bl ink</i>
	<i>br ink</i>
	<i>th ink</i>

V

Phonograms: *ard*, *ears*, *old*.

Rapid card review of previous lessons.

Pronounce slowly, *h ard*, *ears*, *t old*.

* In separating and combining phonograms, the teacher should be careful to have the sounds blend one into another, and not to pronounce the word incorrectly by adding to the number of syllables. Thus, "asked" has several sounds, but only one syllable, the separate sounds blending as

a s k ed.

Combine with sounds previously learned into:

<i>h ard</i>	<i>ears</i>	<i>t old</i>
<i>b ard</i>	<i>d ears</i>	<i>b old</i>
<i>c ard</i>	<i>f ears</i>	<i>c old</i>
<i>l ard</i>	<i>h ears</i>	<i>f old</i>
<i>y ard</i>	<i>r ears</i>	<i>g old</i>
	<i>t ears</i>	<i>h old</i>
	<i>y ears</i>	<i>s old</i>
	<i>sh ears</i>	

VI

Phonograms: *unch, ike, ies, dr, cl, ose.*

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *l unch, l ike, l ies, dr ive, cl ose.*

<i>l unch</i>	<i>l ike</i>	<i>l ies</i>	<i>dr ive</i>
<i>b unch</i>	<i>d ike</i>	<i>p ies</i>	<i>dr ags</i>
	<i>p ike</i>	<i>t ies</i>	<i>dr ain</i>
<i>cl ose</i>	<i>sp ike</i>	<i>cr ies</i>	<i>dr ank</i>
<i>cl ay</i>		<i>fl ies</i>	<i>dr ead</i>
<i>cl ean</i>	<i>cl ose</i>	<i>sp ies</i>	<i>dr ill</i>
<i>cl ick</i>	<i>h ose</i>	<i>tr ies</i>	<i>dr um</i>
<i>cl ime</i>	<i>p ose</i>		
<i>cl ing</i>	<i>r ose</i>		
<i>cl ings</i>	<i>ch ose</i>		
<i>cl ock</i>	<i>th ose</i>		
<i>cl og</i>			
<i>cl oy</i>			
<i>cl ue</i>			
<i>cl ump</i>			

VII

Phonograms: *ole, ence, qu, eer.*

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *st ole, f ence, qu eer.*

Combine with sounds previously learned into:

<i>st ole</i>	<i>f ence</i>	<i>qu eer</i>	<i>qu eer</i>
<i>h ole</i>	<i>h ence</i>	<i>qu ack</i>	<i>d eer</i>
<i>m ole</i>	<i>p ence</i>	<i>qu ails</i>	<i>j eer</i>
<i>p ole</i>	<i>th ence</i>	<i>qu ill</i>	<i>l eer</i>
	<i>wh ence</i>	<i>qu ick</i>	<i>p eer</i>
			<i>ch eer</i>
			<i>st eer</i>

VIII

Phonograms: *ilk, ought, eat, esh, arm.*

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *m ilk, th ought, m eat, fr esh, f arm.*

Combine with sounds previously learned into:

<i>m ilk</i>	<i>th ought</i>	<i>m eat</i>	<i>fr esh</i>	<i>f arm</i>
<i>s ilk</i>	<i>b ought</i>	<i>b eat</i>	<i>m esh</i>	<i>h arm</i>
	<i>f ought</i>	<i>h eat</i>	<i>fl esh</i>	<i>ch arm</i>
	<i>s ought</i>	<i>n eat</i>		
		<i>s eat</i>		
		<i>ch eat</i>		

IX

Phonograms: *squ, uts, eaves, ile.*

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *squ ir rel, n uts, l eaves, wh ile.*

Combine with sounds previously learned into:

<i>squ ir rel</i>	<i>n uts</i>	<i>l eaves</i>	<i>wh ile</i>
<i>squ all</i>	<i>c uts</i>	<i>h eaves</i>	<i>f ile</i>
<i>squ are</i>	<i>r uts</i>	<i>w eaves</i>	<i>m ile</i>
	<i>sh uts</i>		<i>p ile</i>
			<i>t ile</i>
			<i>v ile</i>
			<i>st ile</i>

X

Phonograms: *elt, pr.*

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *f elt, pr ess ed.**

Combine with sounds previously learned into:

<i>f elt</i>	<i>pr ank</i>
<i>b elt</i>	<i>pr ay</i>
<i>m elt</i>	<i>pr ide</i>
<i>p elt</i>	<i>pr ime</i>
<i>w elt</i>	<i>pr ies</i>
	<i>pr op</i>

XI

Phonograms: *ish, oat.*

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *w ish, b oat.*

Combine with sounds previously learned into:

<i>w ish</i>	<i>b oat</i>
<i>d ish</i>	<i>c oat</i>
<i>f ish</i>	<i>g oat</i>
	<i>fl oat</i>

XII

Phonograms: *ed, eal, oose, ant, self, our.*

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *r ed, r eal ly, g oose, pl ant, her self, fl our.*

Combine with sounds previously learned into:

<i>r ed</i>	<i>r eal (ly)</i>	<i>g oose</i>	<i>pl ant</i>
<i>b ed</i>	<i>d eal</i>	<i>l oose</i>	<i>ch ant</i>
<i>f ed</i>	<i>h eal</i>	<i>m oose</i>	<i>gr ant</i>
<i>l ed</i>	<i>m eal</i>		<i>sl ant</i>

* See note, p. 65.

<i>N ed</i>	<i>s eal</i>	<i>her self</i>	
<i>T ed</i>	<i>v eal</i>	<i>him self</i>	<i>fl our</i>
<i>w ed</i>	<i>w eal</i>	<i>my self</i>	<i>h our</i>
<i>sh ed</i>	<i>st eal</i>		<i>s our</i>
<i>bl ed</i>			
<i>fl ed</i>			
<i>sl ed</i>			

XIII

Phonograms: eed, ace, url, eel, ept, ass.

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *f eed ing, pl ace, c url, wh eel, k ept, gr ass.*

Combine with sounds previously learned into:

<i>f eed (ing)</i>	<i>pl ace</i>	<i>c url</i>	<i>wh eel</i>
<i>d eed</i>	<i>f ace</i>	<i>f url</i>	<i>f eel</i>
<i>h eed</i>	<i>l ace</i>	<i>h url</i>	<i>h eel</i>
<i>n eed</i>	<i>p ace</i>	<i>ch url</i>	<i>p eel</i>
<i>r eed</i>	<i>r ace</i>		<i>r eel</i>
<i>s eed</i>	<i>br ace</i>	<i>gr ass</i>	
<i>w eed</i>	<i>gr ace</i>	<i>b ass</i>	<i>k ept</i>
<i>bl eed</i>	<i>sp ace</i>	<i>l ass</i>	<i>w ept</i>
<i>cr eed</i>	<i>tr ace</i>	<i>m ass</i>	<i>cr ept</i>
<i>fr eed</i>		<i>p ass</i>	<i>sl ept</i>
<i>st eed</i>		<i>br ass</i>	
		<i>cl ass</i>	

XIV

Phonograms: est, its, ong.

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *qu eer est, s its, l ong.*

Combine with sounds previously learned into:

<i>(qu eer) est</i>	<i>s its</i>	<i>l ong</i>
<i>b est</i>	<i>b its</i>	<i>d ong</i>

<i>j est</i>	<i>f its</i>	<i>g ong</i>
<i>l est</i>	<i>h its</i>	<i>s ong</i>
<i>n est</i>	<i>m its</i>	<i>pr ong</i>
<i>p est</i>	<i>p its</i>	<i>th ong</i>
<i>r est</i>	<i>w its</i>	
<i>t est</i>	<i>fl its</i>	
<i>v est</i>	<i>kn its</i>	
<i>w est</i>	<i>sl its</i>	
<i>bl est</i>		
<i>ch est</i>		
<i>cr est</i>		
<i>qu est</i>		

XV

Phonograms: *eg, ust, ang, uch, ost, oom.*

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *l eg, saw dust, b ang, m uch, m ost, r oom.*

<i>l eg</i>	<i>(saw) d ust</i>	<i>b ang</i>	<i>m uch</i>
<i>b eg</i>	<i>g ust</i>	<i>g ang</i>	<i>s uch</i>
<i>p eg</i>	<i>m ust</i>	<i>h ang</i>	
<i>dr eg</i>	<i>r ust</i>	<i>p ang</i>	<i>m ost</i>
	<i>cr ust</i>	<i>r ang</i>	<i>h ost</i>
<i>r oom</i>	<i>thr ust</i>	<i>s ang</i>	<i>p ost</i>
<i>b oom</i>	<i>tr ust</i>	<i>cl ang</i>	
<i>d oom</i>			
<i>l oom</i>			
<i>bl oom</i>			
<i>br oom</i>			
<i>gr oom</i>			

XVI

Phonograms: *oak, gl, alk.*

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *cl oak, t alk, gl ad.*

Combine with sounds previously learned into:

<i>cl oak</i>	<i>gl ad</i>	<i>t alk</i>
<i>s oak</i>	<i>gl ade</i>	<i>w alk</i>
<i>cr oak</i>	<i>gl are</i>	<i>ch alk</i>
	<i>gl eam</i>	<i>st alk</i>
	<i>gl ean</i>	
	<i>gl en</i>	
	<i>gl ass</i>	
	<i>gl ee</i>	
	<i>gl oat</i>	
	<i>gl oom</i>	
	<i>gl ow</i>	
	<i>gl ue</i>	
	<i>gl um</i>	

XVII

Phonograms: *aid, ich, ool.*

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *l aid, r ich, f ool.*

Combine with sounds previously learned into:

<i>l aid</i>	<i>r ich</i>	<i>f ool</i>
<i>m aid</i>	<i>wh ich</i>	<i>c ool</i>
<i>p aid</i>		<i>p ool</i>
<i>r aid</i>		<i>t ool</i>
<i>br aid</i>		<i>st ool</i>
<i>a fr aid</i>		

XVIII

Phonograms: *ext, ast, eam.*

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *n ext, l ast, dr eam ed.*

Combine with sounds previously learned into:

<i>n ext</i>	<i>l ast</i>	<i>dr eam (ed)*</i>
<i>t ext</i>	<i>c ast</i>	<i>b eam</i>
	<i>f ast</i>	<i>r eam</i>
	<i>m ast</i>	<i>s eam</i>
	<i>p ast</i>	<i>t eam</i>
	<i>bl ast</i>	<i>cr eam</i>
		<i>st eam</i>

*See note, p. 65.

XIX

Phonograms: *each, ie, airs, up.*

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *each, l ie, up, st airs.*

Combine with sounds previously learned into:

<i>each</i>	<i>l ie</i>	<i>up</i>	<i>st airs</i>
<i>b each</i>	<i>d ie</i>	<i>c up</i>	<i>f airs</i>
<i>p each</i>	<i>p ie</i>	<i>p up</i>	<i>h airs</i>
<i>r each</i>	<i>t ie</i>	<i>s up</i>	<i>p airs</i>
<i>t each</i>	<i>v ie</i>		<i>ch airs</i>
<i>bl each</i>			
<i>br each</i>			
<i>pr each</i>			

XX

Phonograms: *inds, ough, arks.*

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *m inds, en ough, foot m arks.*

Combine with sounds previously learned into:

<i>m inds</i>	<i>en ough</i>	<i>(foot) m arks</i>
<i>b inds</i>	<i>r ough</i>	<i>b arks</i>
<i>f inds</i>		<i>h arks</i>
<i>r inds</i>		<i>l arks</i>
<i>w inds</i>		<i>p arks</i>
<i>bl inds</i>		<i>sh arks</i>
		<i>sp arks</i>

XXI

Phonograms: *ues, end, scr, urch, ub.*

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *T ues day, m end, scr ub, ch urch.*

Combine with sounds previously learned into:

<i>T ues (day)</i>	<i>m end</i>	<i>scr ub</i>	<i>scr ub</i>	<i>ch urch</i>
<i>d ues</i>	<i>b end</i>	<i>h ub</i>	<i>scr atch</i>	<i>l urch</i>
<i>h ues</i>	<i>l end</i>	<i>t ub</i>	<i>scr ew</i>	
<i>s ues</i>	<i>s end</i>	<i>cl ub</i>	<i>scr eam</i>	
<i>gl ues</i>	<i>t end</i>	<i>gr ub</i>	<i>scr im</i>	
	<i>w end</i>	<i>st ub</i>		
	<i>tr end</i>			

XXII

Phonograms: *and*, *arms*, *sm*.

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *st and*, *arms*, *sm aller*.

Combine with sounds previously learned into:

<i>st and</i>	<i>arms</i>	<i>sm all (er)</i>
<i>b and</i>	<i>h arms</i>	<i>sm ell</i>
<i>h and</i>	<i>(a)l arms</i>	<i>sm elt</i>
<i>l and</i>		<i>sm ile</i>
<i>s and</i>		<i>sm oke</i>
<i>bl and</i>		<i>sm ears</i>
<i>gr and</i>		
<i>st and</i>		

XXIII

Phonograms: *ird*, *urn*, *sw*, *eap*, *ash*.

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *b ird*, *b urn*, *sw eeps*, *ash h eap*.

Combine with sounds previously learned into:

<i>b ird</i>	<i>b urn</i>	<i>sw eeps</i>	<i>ash</i>
<i>th ird</i>	<i>t urn</i>	<i>sw ay</i>	<i>c ash</i>

	<i>ch urn</i>	<i>sw ell</i>	<i>d ash</i>
		<i>sw im</i>	<i>h ash</i>
		<i>sw ine</i>	<i>l ash</i>
(ash) <i>h eap</i>		<i>sw ings</i>	<i>r ash</i>
<i>l eap</i>		<i>sw ore</i>	<i>s ash</i>
<i>r eap</i>			<i>fl ash</i>
			<i>sl ash</i>
			<i>sm ash</i>
			<i>thr ash</i>
			<i>tr ash</i>

XXIV

Phonograms: *eak*, *owe*, *ed*, *s*.

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *cr eak*, *cr eak s*,
fl ow ed.

Combine with sounds previously learned into:

<i>cr eak</i>	<i>creak s</i>	<i>fl ow ed*</i>
<i>b eak</i>	<i>bear s</i>	<i>l ow ed</i>
<i>l eak</i>	<i>burn s</i>	<i>m ow ed</i>
<i>p eak</i>	<i>broom s</i>	<i>r ow ed</i>
<i>w eak</i>	<i>stick s</i>	<i>gl ow ed</i>
<i>bl eak</i>	<i>sweep s</i>	<i>st ow ed</i>
<i>sp eak</i>		
<i>squ eak</i>		

XXV

Phonograms: *ise*, *d*.

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *w ise*, *close d*.

Combine with sounds previously learned into:

<i>w ise</i>	<i>close d</i>
<i>r ise</i>	<i>lie d</i>

* See note, p. 65.

XXVI

Phonograms: ields, ilt, sc, oes.

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *f ields, sp ilt, sc old, g oes.*

Combine with sounds previously learned into:

<i>f ields</i>	<i>sp ilt</i>	<i>sc old</i>	<i>g oes</i>
<i>y ields</i>	<i>h ilt</i>	<i>sc an</i>	<i>f oes</i>
<i>sh ields</i>	<i>k ilt</i>	<i>sc ant</i>	<i>t oes</i>
	<i>w ilt</i>	<i>sc are</i>	<i>w oes</i>
	<i>qu ilt</i>	<i>sc our</i>	
		<i>sc ow</i>	
		<i>sc um</i>	

XXVII

Phonograms: ut, ath.

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *sh ut, p ath.*

Combine with sounds previously learned into:

<i>sh ut</i>	<i>p ath</i>
<i>b ut</i>	<i>b ath</i>
<i>c ut</i>	<i>l ath</i>
<i>r ut</i>	

XXVIII

Phonograms: *ild, oof.*

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *ch ild, r oof.*

Combine with sounds previously learned into:

<i>ch ild</i>	<i>r oof</i>
<i>m ild</i>	<i>h oof</i>
<i>w ild</i>	<i>w oof</i>
	<i>pr oof</i>
	<i>(a) l oof</i>

XXIX

Phonograms: *aw, sn, ice.*

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *c aw, sn ow, ice.*

Combine with sounds previously learned into:

<i>c aw</i>	<i>sn ow</i>	<i>ice</i>
<i>j aw</i>	<i>sn ails</i>	<i>d ice</i>
<i>l aw</i>	<i>sn ake</i>	<i>m ice</i>
<i>p aw</i>	<i>sn are</i>	<i>pr ice</i>
<i>s aw</i>	<i>sn atch</i>	<i>r ice</i>
<i>cl aw</i>	<i>sn eer</i>	<i>sp ice</i>
<i>dr aw</i>	<i>sn ore</i>	<i>tr ice</i>
<i>fl aw</i>	<i>sn ows</i>	<i>thr ice</i>
<i>th aw</i>	<i>sn ub</i>	
<i>squ aw</i>		

XXX

Phonograms: *ful, ap.*

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *dread ful, sn ap.*

Combine with sounds previously learned into:

<i>dread ful</i>	<i>sn ap</i>
<i>hand ful</i>	<i>c ap</i>
<i>glee ful</i>	<i>g ap</i>
<i>sled ful</i>	<i>l ap</i>
	<i>m ap</i>
	<i>n ap</i>
	<i>r ap</i>
	<i>s ap</i>
	<i>t ap</i>
	<i>ch ap</i>
	<i>cl ap</i>
	<i>sl ap</i>
	<i>tr ap</i>

XXXI

Phonograms: *alt*, *other*, *use*.

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *s alt*, *br other*, *use*.

Combine with sounds previously learned into:

<i>s alt</i>	<i>br other</i>	<i>use</i>
<i>h alt</i>	<i>other</i>	<i>f use</i>
<i>m alt</i>	<i>m other</i>	<i>m use</i>
	<i>an other</i>	
	<i>sm other</i>	

XXXII

Phonograms: *ife*, *oud*, *elf*.

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *w ife*, *pr oud*, *yours elf*.

Combine with sounds previously learned into:

<i>w ife</i>	<i>pr oud</i>	(<i>your</i>) <i>s elf</i>
<i>l ife</i>	<i>l oud</i>	(<i>her</i>) <i>s elf</i>
<i>r ife</i>		(<i>him</i>) <i>s elf</i>
<i>kn ife</i>		(<i>my</i>) <i>s elf</i>
		<i>sh elf</i>

XXXIII

Phonogram: isp.

Rapid card review of previous lessons.

Pronounce slowly, separating into parts, *wh isp er ed*.

Combine with sounds previously learned into:

*wh isp (er ed)**
l isp
w isp
cr isp

PHONOGRAMS

INITIALS

<i>cl</i>	<i>pr</i>	<i>sw</i>
<i>dr</i>	<i>gl</i>	<i>sc</i>
<i>qu</i>	<i>scr</i>	<i>sm</i>
<i>squ</i>	<i>sn</i>	

STEMS

<i>ace</i>	<i>each</i>	<i>ice</i>	<i>oak</i>	<i>ub</i>
<i>aid</i>	<i>eak</i>	<i>ich</i>	<i>oat</i>	<i>uch</i>
<i>airs</i>	<i>eal</i>	<i>ie</i>	<i>oes</i>	<i>ues</i>
<i>ake</i>	<i>eam</i>	<i>ields</i>	<i>old</i>	<i>unch</i>
<i>alk</i>	<i>eap</i>	<i>ies</i>	<i>ole</i>	<i>up</i>
<i>alt</i>	<i>ears</i>	<i>ife</i>	<i>ong</i>	<i>urch</i>

* See note, p. 65.

<i>and</i>	<i>eat</i>	<i>ike</i>	<i>oof</i>	<i>url</i>
<i>ang</i>	<i>eaves</i>	<i>ild</i>	<i>ook</i>	<i>urn</i>
<i>ant</i>	<i>eed</i>	<i>ile</i>	<i>ool</i>	<i>use</i>
<i>ap</i>	<i>eel</i>	<i>ilk</i>	<i>oom</i>	<i>ust</i>
<i>ard</i>	<i>eer</i>	<i>ilt</i>	<i>oose</i>	<i>ut</i>
<i>arks</i>	<i>eg</i>	<i>inds</i>	<i>op</i>	<i>uts</i>
<i>arm</i>	<i>elf</i>	<i>ink</i>	<i>ose</i>	
<i>arms</i>	<i>elt</i>	<i>ird</i>	<i>ost</i>	
<i>ars</i>	<i>ence</i>	<i>ise</i>	<i>other</i>	
<i>ash</i>	<i>end</i>	<i>ish</i>	<i>oud</i>	
<i>ask</i>	<i>ept</i>	<i>isp</i>	<i>ough</i>	
<i>ass</i>	<i>esh</i>	<i>its</i>	<i>ought</i>	
<i>ast</i>	<i>est</i>		<i>our</i>	
<i>ath</i>	<i>ext</i>		<i>owe</i>	
<i>ats</i>			<i>ox</i>	
<i>aw</i>				

ENDINGS

<i>s</i>	<i>d</i>
<i>self</i>	<i>ed</i>
	<i>ful</i>

WORD LIST

p. 1, once
hop
cried
stop
window
shook

p. 2, began
along
sill

p. 3, sun
shines
birds
brooks
posies
hats
pleasant

p. 4, shining

p. 5, hear
sing
want
take
shoes
wade

p. 6, fox
hen
eggs
box
slats

p. 7, Mrs.
asked
ask
coming
heard

p. 8, moon
twinkling
stars
night
quoth
family
every

p. 9, chicken
playing
something
hard
falling

p. 10, Hen Pen
eyes
ears
Turkey
told

p. 11, Foxy

p. 12, den
never

p. 13, may
basket
lunch
like

p. 15, comes
jumping
drive

p. 16, lies
falls
running
wake

p. 17, waking

p. 18, close

p. 19, summer
roses
notion
queer

p. 20, stole
fence
clambered
climbed

p. 21, mouse's
bring
milk
thought

p. 22, leaped
thus
farmer

p. 23, meat

p. 24, butcher

p. 25, baker

p. 26, fresh
loaves
promised

p. 27, took

p. 28, Billy
Billy's
lesson
squirrel
nuts
while

p. 30, peeped
looked
leaves
ground
forgot

p. 31, felt
hawk
hole

p. 32, move

p. 33, gone
forget
pressed

p. 34, Mary
frolicsome

p. 35, wish
boat
flowers
carry

p. 36, red
grain
wheat
really
cocked
eye

p. 37, called
goose

p. 38, plant
planted
herself

p. 39, grains
myself
grown

p. 40, gather
gathered

p. 41, mill
miller
flour

p. 42, ready
chicks

p. 43, loaf

p. 44, chickens
feeding
bottom

p. 45, should
dinner
ones
thinking

p. 46, pushed
stone
rolled
near
barking

p. 47, place
another

p. 48, curled
wheel

p. 49, kept
still
moving
grass
jumped

p. 50, foxes

p. 51, ever
queerest
long
sits
flies

p. 52, playroom
Teddy Bear
Teddy Bear's
watching
automobile
himself
Flossie
doll's

p. 53, doll
honk-honk

p. 54, around
almost
Woolly Lamb
Jack-in-the-box
holding

p. 55, much
bang
bumped
nose

p. 56, right
Teddy's
leg
sawdust

p. 57, riding
hood
cloak
butter
cake

p. 58, glad
set
grandmother's
woodcutters
wolf
wicked

p. 59, woods

p. 60, walked

p. 61, knocked
door
opened
sticks

p. 62, must
cold
better

p. 63, teeth
killed
talk

p. 64, foolish
geese
laid
golden
everything
every
rich

p. 65, pine
grew
needles
happy
next

p. 66, world

p. 67, glass
be
last

p. 68, trees
covered
goat

p. 69, oak
dreamed

p. 70, bears
bear
middle-sized
each
dish
porridge

p. 71, lie
hot
dishes
walk
left
open
Golden Hair

p. 74, upstairs
low

p. 75, cool
breakfast
spoon

p. 76, eaten

p. 77, lying

p. 78, pillow
speaking
dream
wide
cry

p. 79, minds

p. 80, lion
enough
sick

p. 81, animals
lion's
friends
foot-marks
point

p. 82, round
mulberry
bush
early
Monday
wash
clothes

p. 83, iron
Tuesday
mend
Wednesday
bake
Thursday

p. 84, room
Friday
scrub
floor
Saturday
Church
Sunday

p. 85, name
Snowman

p. 86, friend
Dick
evening
stand

p. 87, bark
barked
stands
stare
ha

p. 88, dear
arms
dripping
growing
smaller

p. 89, to-night

p. 90, lady-bird
cooking
burnt
wing
creak
broom

p. 91, weeps
sweep
cart
sweeping
creaks
sweeps
ash-heap

p. 92, burn
rustle

p. 93, burns

p. 94, flowed
closed

p. 95, farm
most
young
I'm
here's
worm

p. 96, wise
stole

p. 97, Hansel
Gretel

p. 98, candy
hurrah
spilled
fields

p. 99, pudding
father

p. 100, sold
brooms
cook

p. 101, dark
berries

p. 102, sandman
sleep
dreams
slumber
sweet

p. 103, scold
path
goes
anything

p. 104, gingerbread
looks
wonder
takes
hand

p. 105, sugar
plums
holus
polus

p. 106, afraid
kill
fatter
oven

p. 107, easy
opens
shut

p. 108, real
touch
touching
free
glee

p. 109, saved

p. 110, swing
pleasantest
thing
child
rivers
cattle
country side
garden
roof
flying

p. 111, Peter Rabbit	p. 120, those	p. 129, soup
sisters	try	
clover	fooled	p. 130, flopped
hopped	beat	windows
hello	trick	drowned
p. 112, Billy Bushtail	p. 121, waited	p. 131, river
Brown's	colder	drank
gun	tried	quick
guns	frozen	smoking
dreadful	p. 122, snap	yourself
p. 113, cares	sticking	
Johnny Caw	p. 123, sea	p. 132, brother's
crow	salt	waded
p. 114, brave	nothing	whispered
races	brother	merchant
drink	goblins	
	light	p. 133, owner
p. 115, raised	p. 124, cutting	sell
p. 116, sharp	throw	ten
sting	use	sail
awoke	goblin	land
panting	p. 125, showed	p. 134, boxes
torn	p. 126, wife	baskets
licked	grind	lower
tongue	whir-r-r-r	sank
p. 118, winter	kinds	
snow	hocus	p. 135, grinding
ice	pocus	believe
pulling	p. 127, neighbors	
sled	angry	p. 136, seen
p. 119, plan	p. 128, proud	neither
pass	thousand	hang
ah	dollars	trembling
dead	paid	passing
mouth	money	bow
		heads

PART IV

SECOND READER: SECOND YEAR

The work of the second school year continues along lines similar to those presented in the PRIMER and the FIRST READER. The vocabulary in the earlier books should be reviewed whenever necessary, or whenever there is any hesitation in recognizing words that have been used. Persistent, characteristic difficulty should be given careful attention. The phonics of the earlier books should also be frequently reviewed.

The suggestions in the MANUAL for the first year have their application in the second school year as well, and they should be carefully read by the teacher of the second year.

The imagination of the child is very active, and of course must be carefully controlled. It needs to be properly stimulated and guided, not repressed. Care must be taken, however, not to make commonplace what appeals to the imagination. Most of the stories are ends in themselves, but some can be used to develop other interests. When the child knows something, he likes to express it; when he knows how things look, he may be encouraged to draw them; when he knows how things are made, he may, perhaps, be able to make them. When he knows the value of an act, he may pass his opinion upon it. Nature study is a fertile field for interesting the child, and for extending his knowledge, but

care should be taken not to rob the stories of the qualities that appeal to the child's imagination. The teacher will often find it worth while to depart from the text to develop for the benefit of the class whatever knowledge an individual pupil may possess. She should be careful, however, not to talk too much. It must be borne in mind, that the object of the reading lessons is *reading*, and the development of a taste and love for reading.

THE READING LESSON

In the second year the reading lesson must assume larger and broader proportions than in the first year.

Language work here enters the field of literature and furnishes a basis for it.

METHOD IN GENERAL

1. Preparation.

The teacher should call up those experiences of the child which will help him to understand the story.

2. Picture study.

It has been the aim of the artist in illustrating this series of readers, to show in the picture those elements of the story which are essential to its interpretation.

A close study of the pictures is therefore helpful and interesting. By well-directed questioning the story conveyed by the picture will be made clear to the child. His interest will be excited, and his desire to read the story increased.

3. Dramatization.

This side of the reading lesson should be made as simple and attractive as possible, and the self-activity of the child should be given free rein.

Pupils should be allowed to decide on the characters needed and the dialogue to be used.

As this is to be the child's interpretation of the story, the results will often be crude. This form of childish expression is, however, to be preferred to a stereotyped style which is not natural to the child.

The teacher's part is simply to give, whenever necessary, the needed suggestion, guidance, and encouragement.

Stories not dramatic in form should be dramatized as a stimulus to childish initiative.

4. Reproduction.

(a) **Oral.** In order that pupils may reproduce the story it is essential that they be very familiar with it, and that the different story elements be firmly linked together.

The teacher should lead the child to distinguish these elements and aid him to join them together in logical sequence.

(b) **Written.** This same logical sequence needs special emphasis in the written reproduction which should follow the oral.

The story should be condensed into short sentences. At first the teacher will have to do this. Later, however, the children should be encouraged to do this themselves.

5. Phrasing.

The object of this step is to avoid a disconnected form of expression, a result which follows the reading of individual words. The teacher by questioning can lead the child to see that certain words belong in logical groups. He will then gradually learn to look for these logical associations. In this way the halting habit of reading individual words will be offset.

6. Silent reading.

It has been the aim of the authors to prepare the way for this step by keeping the sentence structure simple. The pupils are thus able to grasp the entire thought before expressing it.

7. Naming the story.

After a story has been read the pupils should be called upon to give it another name. This is a form of generalization of which little children in the second year may be called upon to make use. It is a test of their power to think and of their ability to comprehend.

8. Spelling.

Phonetic spelling is the logical starting-point for children beginning the study of spelling.

This method possesses many advantages. The child has become familiar with the phonic elements of words and he is able to separate familiar phonic words into these elements. This is a form of spelling, sounds being used instead of letters. The child has now to advance only one step, namely, to learn the letters forming those sounds.

Teachers should be permitted to make their own spelling list, which should be composed of the simpler phonic words taught in connection with the reading lessons.

METHOD IN DETAIL

1. Preparation. Lesson I. "The Monkeys and The Moon," page 1.

DRILL CALLING INTO PLAY THE CHILD'S EXPERIENCES

Teacher: Have you ever seen the full moon?

How does it look?

Have you ever seen a monkey?

(The teacher should talk about his home, his habits, his long limbs, his method of swinging from tree to tree.)

Have you ever seen your reflection (picture) in the water?

Do you know the story of the greedy dog and his reflection in the water as he crossed over a stream?

If so, tell it.

2. Picture study.

Direct the child's attention to the picture of the moon (page 2), to the monkey's long legs, to his ability to swing on branches.

Teacher: How did the reflection of the moon get into the well?
What were the monkeys doing? (Page 3.) (Talking about it.)
What did they decide to do?
How did they do it?

3. Dramatization.

Have pupils decide where the moon must be in order that its reflection could be seen in a certain place. A round chalk mark on the floor could represent the moon's reflection, and a chair could represent the branch from which the monkeys hung.

While the dialogue should as nearly as possible follow that of the story, sufficient freedom should be allowed the children to prevent the "play element" from being eliminated.

4. Reproduction.

(a) Oral.

QUESTIONS TO DEVELOP CONTENT

Teacher: When did the story begin? (One night.)
What kind of night was it? (Clear night.)
What kind of monkey was it? (A little one.)
Where did he go? (To the well.)
Why did he go? (He was thirsty.)
How did he feel? (Frightened.)
What did he do? (Ran to tell the other monkeys.)
What did they say? (Where? where?)
What did the little monkey ask them to do? (Come with me and I will show you.)
What did they cry? (Our beautiful moon is gone, etc.)
What did one old monkey say? (We must pull her out.)

How did he tell them to pull her out? (We will make a chain, etc.)
What did the other monkeys say? (Good! Let us do it at once.)
What did they make? (A chain.)
What did the monkey at one end do? (Held on to a branch.)
What happened to the tree? (The branch broke.)
What happened to the foolish monkeys? (They fell into the water.)
What did the moon do? (Went sailing on.)

The story elements to be emphasized are:

The moon was shining.

A thirsty monkey saw the reflection of it in a well.

He was frightened.

He told the other monkeys.

They thought it had fallen from the sky.

An old one said they must pull it out.

They formed (themselves) into a chain.

They hung from a tree.

The tree broke.

The monkeys fell into the well.

The moon sailed on.

(b) Written.

These sentences can be used in the written reproduction. They should be written on the blackboard by the teacher and copied by the class.

In the 2B grade questions should be copied and then written from dictation.

5. Phrasing.

QUESTIONS ON WORD GROUPING

Teacher: What kind of monkey was it? (A little monkey.)
Where did he go? (To a well.)

Why did he go? (To get a drink.)
Where did he look? (Into the water.)
To whom did he run off? (To the other monkeys.)
Where did he say the moon had fallen? (Into the water.)
Where did they run? (To the well.)
What did they say was gone? (Our beautiful moon.)
From what place did they say they would pull it out? (Out of the water.)
From where were the monkeys swinging? (From the tree.)
Where was the tree? (Down over the well.)
What was one monkey going to reach out for? (For the moon.)
Where did the monkey fall? (Into the water.)
Where did the moon go on sailing? (Through the sky.)

6. Silent reading

Before calling upon a pupil to read, the teacher should ask questions about the sentence to be read.

In order to find the answer to the teacher's question the pupil will have to get the complete thought of the sentence.

The child has thus a definite aim before him.

SPECIMEN LESSON

Oral.

Teacher: Where did a monkey go one night?
What did he see?
How did he feel?
What did he do?

After the teacher asks the questions the entire class should look for the answer to them.

One pupil should then be called upon to give his answer without referring to his book.

Efficiency in silent reading may be tested by having the pupils read an entire story and then reproduce it orally.

Short stories and poems are best for this purpose.

Naming the story.

The children should be led to see (1) that the monkeys were foolish; (2) that they were deceived; (3) that they acted hastily.

This would lead to the suggestion of new titles for the story, such as: (1) The Foolish Monkeys, (2) How the Monkeys Were Deceived, (3) Acting Without Thinking.

In the treatment of a poem a similar method may be followed.

SPECIMEN LESSON: "THE LITTLE NUT," PAGE 7

1. The teacher reads the poem to the children.

2. Questioning to develop content.

Teacher: What was the little brown baby?

Had he always been brown?

Where did he sleep?

What was his cradle?

Where did it hang?

What rocked him to sleep?

What happened one day?

Why did he fall out?

Was he hurt? Why?

3. Reproduction.

(a) Oral.

Pupils should give their version of the story. At first the outline should be accepted. Skilful questioning by the teacher will lead the children to supply the important details.

(b) Written.

Pupils should be encouraged to write the story after it has been reproduced orally. The teacher should see that the sentences are short and the sentence structure simple.

Examples:

A little brown nut slept in his cradle.

The cradle was under a tree.

The little nut grew and grew.

One day he fell out of his cradle.

But he was not hurt.

He fell into the soft grass.

If you pass there you can see him.

Phonetic spelling.

As has been stated under GENERAL METHOD, it is recommended that all spelling words be taken from the phonic word lists developed in connection with the reading lesson.

In Lesson I the word "cried" is treated phonetically. The new phonic element *ied* occurs in that word. The child knows the phonic *cr*, having used it frequently. He has to learn the new sound, *ied*.

After he has learned to read the new sound and combined it with the other familiar sounds he is ready to learn to spell it.

The word "cried" should be written upon the blackboard, the initial and stem being separated (*cr ied*).

Familiar initials should then be combined with the new stem (*ied*), thus:

cr ied
d ied
l ied
t ied
fr ied
sp ied
tr ied

In this way the pupil will learn seven words much more quickly than by learning words containing dissimilar phonic elements.

As he is already familiar with the names and sounds of the letters, this method of spelling proves a fascinating as well as a very simple method.

Reading and spelling thus supplement each other, and the child benefits by the strong association of ideas thus formed.

PHONICS

In this system of reading all phonics previously learned are being constantly combined with the new sounds as they occur. A general review is, therefore, not necessary.

PHONIC EXERCISES

PART I: FIRST HALF-YEAR

I

New phonogram: ull.

Review ish.

Pronounce slowly, separating into parts, *p ull, fool ish.*

Combine with sounds previously learned into:

<i>p ull</i>	<i>fool ish</i>
<i>b ull</i>	<i>boy ish</i>
<i>f ull</i>	<i>girl ish</i>
	<i>sheep ish</i>

II

New phonograms: oise, afe, oor.

Review eep.

Pronounce slowly, separating into parts, *n oise, s afe, p oor, sl eep.*

Combine with sounds previously learned into:

<i>n oise</i>	<i>p oor</i>	<i>sl eep</i>	<i>s afe</i>
<i>p oise</i>	<i>b oor</i>	<i>d eep</i>	<i>ch afe</i>
	<i>m oor</i>	<i>p eep</i>	
		<i>st eep</i>	
		<i>cr eep</i>	

III

New phonogram: eet.

Review *cr, dr, gr, pr, tr*.

Pronounce slowly, separating into parts, *sw eet*.

Combine with sounds previously learned into:

sw eet

b eet

f eet

fl eet

gr eet

sl eet

m eet

IV

New phonograms: oats, ove, ield, ied.

Pronounce slowly, separating into parts, *g oats, dr ove, f ield, tr ied*.

Combine with sounds previously learned into:

<i>g oats</i>	<i>dr ove</i>	<i>f ield</i>	<i>tr ied</i>
<i>b oats</i>	<i>c ove</i>	<i>sh ield</i>	<i>d ied</i>
<i>c oats</i>	<i>r ove</i>	<i>w ield</i>	<i>l ied</i>
<i>fl oats</i>	<i>w ove</i>	<i>y ield</i>	<i>t ied</i>
<i>m oats</i>	<i>gr ove</i>		<i>cr ied</i>
<i>bl oats</i>	<i>st ove</i>		<i>sp ied</i>
<i>thr oats</i>	<i>cl ove</i>		<i>dr ied</i>
			<i>pr ied</i>
			<i>fr ied</i>
			<i>pl ied</i>

V

New phonograms: art, ait.

Pronounce slowly, separating into parts, *st art, w ait*.

Combine with sounds previously learned into:

<i>st art</i>	<i>w ait</i>
<i>c art</i>	<i>g ait</i>

d art
p art
ch art
m art

pl ait
tr ait
b ait

VI

New phonograms: ess, ite.

Pronounce slowly, separating into parts, *dr ess, qu ite*.

Combine with sounds previously learned into:

dr ess
l ess
m ess
bl ess
ch ess
tr ess
pr ess
cr ess

qu ite
b ite
k ite
m ite
r ite
s ite
wh ite
sm ite
sp ite
tr ite

VII

New phonograms: ush, ire, ouse, oar.

Pronounce slowly, separating into parts, *p ush ed, f ire, h ouse*.
r oar.

Combine with sounds previously learned into:

<i>b ush</i>	<i>f ire</i>	<i>s oar</i>
<i>p ush</i>	<i>d ire</i>	<i>r oar</i>
	<i>h ire</i>	
<i>p ush ed</i>	<i>m ire</i>	
	<i>s ire</i>	
<i>h ouse</i>	<i>t ire</i>	
<i>m ouse</i>	<i>w ire</i>	
<i>gr ouse</i>	<i>sp ire</i>	
	<i>qu ire</i>	

VIII

New phonogram: oth.

Review *ch, wh*.

Pronounce slowly, separating into parts, *b oth*.

Combine with sounds previously learned into:

b oth
l oth
qu oth
sl oth

IX

New phonograms: ear, ause.

Pronounce slowly, separating into parts, *b ear, be c ause*.

Combine with sounds previously learned into:

<i>b ear</i>	<i>be c ause</i>
<i>p ear</i>	<i>c ause</i>
<i>t ear</i>	<i>p ause</i>
<i>w ear</i>	<i>cl ause</i>

X

New phonograms: igh, ate, ips.

Pronounce slowly, separating into parts, *h igh, l ate, sh ips*.

Combine with sounds previously learned into:

<i>h igh</i>	<i>d ate</i>	<i>sh ips</i>
<i>n igh</i>	<i>g ate</i>	<i>d ips</i>
<i>s igh</i>	<i>h ate</i>	<i>h ips</i>
<i>th igh</i>	<i>l ate</i>	<i>l ips</i>
	<i>m ate</i>	<i>n ips</i>
	<i>r ate</i>	<i>r ips</i>
	<i>cr ate</i>	<i>s ips</i>
	<i>gr ate</i>	<i>t ips</i>
	<i>sl ate</i>	<i>ch ips</i>
	<i>st ate</i>	<i>gr ips</i>

pr ate
pl ate

sl ips
tr ips
wh ips
cl ips
dr ips
fl ips

XI

New phonograms: ease, ure.

Pronounce slowly, separating into parts, *pl ease, s ure*.*

Combine with sounds previously learned into:

<i>pl ease</i>	<i>s ure</i> *
<i>t ease</i>	<i>p ure</i>
<i>gr ease</i>	<i>c ure</i>
<i>w ease l</i>	<i>l ure</i>
	<i>en d ure</i>

XII

New phonograms: om, une, indle, arn, ance, ond.

Pronounce slowly, separating into parts, *T om, t une, Br indle, b arn, d ance, f ond*.

Combine with sounds previously learned into:

<i>t une</i>	<i>Br indle</i>	<i>d ance</i>
<i>J une</i>	<i>k indle</i>	<i>l ance</i>
<i>d une</i>	<i>sp indle</i>	<i>ch ance</i>
<i>r une</i>		<i>Fr ance</i>
		<i>pr ance</i>
		<i>gl ance</i>
		<i>tr ance</i>
<i>b arn</i>	<i>f ond</i>	
<i>d arn</i>	<i>b ond</i>	
<i>y arn</i>	<i>p ond</i>	
<i>t arn</i>	<i>bl ond</i>	

* *S* has the sound of *sh* in this word.

XIII

New phonogram: oam.

Review *sp, sw*.

Pronounce slowly, separating into parts, *r oam*.

Combine with sounds previously learned into:

r oam

f oam

l oam

XIV

New phonograms: eem, am, spr, arp, eck.

Pronounce slowly, separating into parts, *s eem ed, sw am, spr ing, sh arp, p eck*.

Combine with sounds previously learned into:

s eem

sw am

spr ing

p eck

d eem

h am

spr ain

ch eck

t eem

j am

spr ay

sp eck

r am

spr ead

sh arp

cr am

spr ings

h arp

cl am

spr out

spr ang

spr ite

XV

No new phonograms.

Review *cl, sc, spr, wh*.

XVI

New phonograms: aul, amp, irst, one, ord, ung, irl, str.

Pronounce slowly, separating into parts, *S aul, c amp, f irst, st one, sw ord, h ung, wh irl ed, str uck*.

Combine with sounds previously learned into:

S aul

c amp

f irst

str uck

G aul

d amp

th irst

str ain

h aul

l amp

str ay

cr amp

h ung

str ide

<i>st one</i>	<i>st amp</i>	<i>l ung</i>	<i>str ive</i>
<i>b one</i>	<i>tr amp</i>	<i>s ung</i>	<i>str oke</i>
<i>c one</i>	<i>cl amp</i>	<i>sl ung</i>	<i>str own</i>
<i>l one</i>		<i>st ung</i>	<i>str aw</i>
<i>t one</i>	<i>sw ord</i>	<i>cl ung</i>	<i>str and</i>
<i>cr one</i>	<i>f ord</i>	<i>sw ung</i>	<i>str eak</i>
<i>dr one</i>		<i>spr ung</i>	<i>str eam</i>
<i>pr one</i>	<i>wh irl ed</i>		<i>str ife</i>
<i>sc one</i>	<i>sw irl</i>		<i>str ike</i>
	<i>sw irl ed</i>		<i>str ong</i>
	<i>g irl</i>		

XVII

New phonogram: edge.

Review *fr, sl, sp, squ*.

Pronounce slowly, separating into parts, *h edge*.

Combine with sounds previously learned into:

h edge
l edge
w edge
pl edge
dr edge
sl edge

XVIII

New phonograms: sk, aint.

Pronounce slowly, separating into parts, *sk ipperty, qu aint*.

Combine with sounds previously learned into:

<i>sk ipperty</i>	<i>qu aint</i>
<i>sk ill</i>	<i>f aint</i>
<i>sk im</i>	<i>p aint</i>
<i>sk ip</i>	<i>s aint</i>
	<i>t aint</i>

XIX

New phonograms: ift, urk, eigh.

Pronounce slowly, separating into parts, *dr ift ed, t urk ey, sl eigh.*

Combine with sounds previously learned into:

<i>dr ift</i>	<i>t urk ey</i>	<i>sl eigh</i>
<i>l ift</i>	<i>l urk</i>	<i>n eigh</i>
<i>s ift</i>		<i>w eigh</i>
		<i>eigh t</i>
		<i>fr eigh t</i>

XX

New phonograms: unt, eem.

Pronounce slowly, separating into parts, *sn ow, h unt ing, s eem.*

Combine with sounds previously learned into:

<i>h unt</i>	<i>s eem</i>
<i>bl unt</i>	<i>d eem</i>
<i>gr unt</i>	
<i>st unt</i>	

XXI

New phonograms: asp, eaf, arge, etch.

Pronounce slowly, separating into parts, *r asp berry, l eaf, l arge, str etch ed.*

Combine with sounds previously learned into:

<i>r asp berry</i>	<i>l eaf</i>	<i>b ird</i>	<i>l arge</i>
<i>g asp</i>	<i>sh eaf</i>	<i>th ird</i>	<i>b arge</i>
<i>gr asp</i>			<i>ch arge</i>
<i>cl asp</i>	<i>str etch</i>		
	<i>f etch</i>		
	<i>sk etch</i>		

XXII

New phonogram: owl.

Pronounce slowly, separating into parts, *gr owl*.

Combine with sounds previously learned into:

gr owl

f owl

h owl

pr owl

sc owl

XXIII

No new phonograms.

Review *gr, qu, pl*.

XXIV

New phonograms: ince, oint.

Pronounce slowly, separating into parts, *Pr ince, p oint ing*.

Pr ince

p oint

s ince

ap p oint

qu ince

j oint

m ince

w ince

XXV

New phonogram: oice.

Pronounce slowly, separating into parts, *v oice*.

Combine with sounds previously learned into:

v oice

ch oice

re j oice

XXVI

New phonogram: erry.

Pronounce slowly, separating into parts, *ch erry*.

Combine with sounds previously learned into:

ch erry

b erry

f erry

m erry

XXVII

New phonograms: oad, elp. .

Pronounce slowly, separating into parts, *r oad*, *h elp*.

Combine with sounds previously learned into:

<i>r oad</i>	<i>h elp</i>
<i>g oad</i>	<i>y elp</i>
<i>l oad</i>	
<i>t oad</i>	

XXVIII

New phonogram: ase.

Review *fl*, *sh*.

Pronounce slowly, separating into parts, *c ase*.

Combine with sounds previously learned into:

c ase
b ase
ch ase

XXIX

New phonograms: ower, ove, inch, ug.

Pronounce slowly, separating into parts, *fl ower*, *l ove ly*, *inch*,
ug ly.

Combine with sounds previously learned into:

<i>fl ower</i>	<i>l ove ly</i>	<i>inch</i>	<i>ug ly</i>
<i>b ower</i>	<i>d ove</i>	<i>p inch</i>	<i>b ug</i>
<i>p ower</i>	<i>gl ove</i>	<i>fl inch</i>	<i>d ug</i>
<i>t ower</i>		<i>cl in h</i>	<i>h ug</i>
<i>c ower</i>		<i>c inch</i>	<i>m ug</i>
<i>d ower</i>			<i>p ug</i>
<i>sh ower</i>			<i>r ug</i>
			<i>t ug</i>
			<i>dr ug</i>
			<i>sn ug</i>

PART II: SECOND HALF-YEAR

• I*

New phonograms: *spl*, *urt*.

Pronounce slowly, separating into parts, *spl it*, *h urt*.

Combine with sounds previously learned into:

<i>spl it</i>	<i>h urt</i>
<i>spl ash</i>	<i>bl urt</i>
<i>spl een</i>	<i>sp urt</i>
<i>spl ice</i>	<i>c urt</i>

II

New phonograms: *itch*, *ipe*, *es* (ending).

Pronounce slowly, separating into parts, *d itch es*, *r ipe*.

Combine with sounds previously learned into:

<i>d itch</i>	<i>d itch es</i>	<i>r ipe</i>
<i>h itch</i>	<i>h itch es</i>	<i>p ipe</i>
<i>p itch</i>	<i>p itch es</i>	<i>w ipe</i>
<i>w itch</i>	<i>w itch es</i>	<i>sn ipe</i>
<i>sw itch</i>	<i>sw itch es</i>	
<i>st itch</i>	<i>st itch es</i>	
<i>tw itch</i>		

b ox es

III

New phonogram: *iss*.

Pronounce slowly, separating into parts, *k iss*.

Combine with sounds previously learned into:

k iss
h iss
m iss
bl iss

* As applied to the single volume edition of the "Second Reader," this would be lesson XXX, and the numbers of the following lessons would be correspondingly changed.

IV

New phonogram: chr.

Review *cr, scr, sn, str.*

Pronounce slowly, separating into parts, *chr ysalis.*

Combine with sounds previously learned into:

chr ysalis (y=i)
Chr istmas

V

New phonograms: azy, ap.

Pronounce slowly, separating into parts, *l azy, n ap.*

Combine with sounds previously learned into:

<i>l azy</i>	<i>n ap</i>
<i>h azy</i>	<i>ch ap</i>
<i>cr azy</i>	<i>fl ap</i>
	<i>sl ap</i>
	<i>tr ap</i>
	<i>sn ap</i>
	<i>scr ap</i>
	<i>str ap</i>

VI

New phonogram: aves.

Pronounce slowly, separating into parts, *c aves, ch ase.*

Combine with sounds previously learned into:

c aves
br aves
cr aves
gr aves
kn aves
sl aves
st aves
105

VII

New phonograms: ode, olk.

Review *sk, thr*.

Pronounce slowly, separating into parts, *r ode, f olk*.

Combine with sounds previously learned into:

<i>r ode</i>	<i>f olk</i>
<i>c ode</i>	<i>y olk</i>
<i>m ode</i>	
<i>a b ode</i>	
<i>str ode</i>	

VIII

New phonograms: ounce, ush, eins.

Pronounce slowly, separating into parts, *thr ush, p ounce, r eins*.

Combine with sounds previously learned into:

<i>thr ush</i>	<i>p ounce</i>	<i>r eins</i>
<i>g ush</i>	<i>b ounce</i>	<i>sk eins</i>
<i>cr ush</i>	<i>fl ounce</i>	
<i>bl ush</i>		
<i>br ush</i>		
<i>fl ush</i>		

IX

New phonogram: awn.

Review *sn, squ, wh*.

Pronounce slowly, separating into parts, *d awn*.

Combine with sounds previously learned into:

d awn
l awn
f awn
dr awn
pr awn
br awn

X

New phonograms: sch, eeze, ope.

Pronounce slowly, separating into parts, *sch ool*, *sn eeze*, *r ope*.

Combine with sounds previously learned into:

<i>sch ool</i>	<i>sn eeze</i>	<i>r ope</i>
<i>sch oon er</i>	<i>br eeze</i>	<i>h ope</i>
	<i>squ eeze</i>	<i>m ope</i>
	<i>fr eeze</i>	<i>p ope</i>
	<i>wh eeze</i>	<i>gr ope</i>
		<i>sl ope</i>

XI

New phonograms: oss, ange.

Review *sc*.

Pronounce slowly, separating into parts, *cr oss*, *str ange*.

Combine with sounds previously learned into:

<i>cr oss</i>	<i>str ange</i>
<i>l oss</i>	<i>r ange</i>
<i>m oss</i>	<i>ch ange</i>
<i>t oss</i>	<i>gr ange</i>
<i>fl oss</i>	
<i>dr oss</i>	

XII

New phonogram: uild.

Review *eed*, *ink*.

Pronounce slowly, separating into parts, *b uild*.

Combine with sounds previously learned into:

<i>b uild</i>
<i>g uild</i>

XIII

New phonograms: eath, ald.

Review *qu*.

Pronounce slowly, separating into parts, *br eath*, *b ald*.

Combine with sounds previously learned into:

<i>br eath</i>	<i>b ald</i>
<i>d eath</i>	<i>sc ald</i>

XIV

New phonograms: *wr, le (final), ench.*

Pronounce slowly, separating into parts, *wr ink le, b ench.*

Combine with sounds previously learned into:

<i>wr inkle</i>	<i>wrink le</i>	<i>b ench</i>
<i>wr ite</i>	<i>need le</i>	<i>qu ench</i>
<i>wr it</i>		<i>wr ench</i>
		<i>dr ench</i>
		<i>tr ench</i>

XV

New phonograms: *ierce, arge, outh.*

Pronounce slowly, separating into parts, *f ierce, l arge, m outh.*

Combine with sounds previously learned into:

<i>f ierce</i>	<i>l arge</i>	<i>m outh</i>
<i>p ierce</i>	<i>b arge</i>	<i>s outh</i>
<i>t ierce</i>	<i>ch arge</i>	

XVI

New phonograms: *tient, ble (final).*

Pronounce slowly, separating into parts, *pa tient, no ble.*

Combine with sounds previously learned into:

<i>pa tient</i>	<i>no ble</i>
<i>quo tient</i>	<i>bub bl</i>
	<i>trem ble</i>
	<i>tum ble</i>

XVII

New phonograms: *oot, dle, led (final).*

Pronounce slowly, separating into parts, *sh oot, can dle.*

Combine with sounds previously learned into:

<i>sh oot</i>	<i>sp eck led</i>	<i>can dle</i>
<i>b oot</i>		<i>fid dle</i>
<i>h oot</i>		<i>did dle</i>
<i>l oot</i>		<i>doo dle</i>
<i>r oot</i>		

XVIII

No new phonograms.

Review *scr, sh, sk, sn, squ, thr.*

XIX

New phonograms: *gu* (hard *g*), *oach*.

Review *bl, br, cr, cl.*

Pronounce slowly, separating into parts, *gu ess, c oach*.

Combine with sounds previously learned into:

<i>gu ess</i>	<i>c oach</i>
<i>gu ide</i>	<i>r oach</i>
<i>gu ild</i>	<i>p oach</i>

XX

No new phonograms.

Review *esh, irs, urch.*

XXI

New phonograms: *tain* (final), *irth*.

Pronounce slowly, separating into parts, *cap tain, b irth*.

Combine with sounds previously learned into:

<i>cap tain</i>	<i>b irth</i>
<i>moun tain</i>	<i>g irth</i>
<i>chief tain</i>	<i>m irth</i>

PHONOGRAMS

INITIALS

<i>chr</i>	<i>sch</i>	<i>spl</i>	<i>str</i>
<i>gu</i>	<i>sk</i>	<i>spr</i>	<i>wr</i>

STEMS

<i>afe</i>	<i>am</i>	<i>ap</i>	<i>art</i>
<i>aint</i>	<i>amp</i>	<i>arge</i>	<i>ase</i>
<i>ait</i>	<i>ance</i>	<i>arn</i>	<i>asp</i>
<i>ald</i>	<i>ange</i>	<i>arp</i>	<i>ate</i>

<i>aul</i>	<i>ess</i>	<i>oach</i>	<i>ouse</i>
<i>ause</i>	<i>etch</i>	<i>oad</i>	<i>outh</i>
<i>aves</i>		<i>oam</i>	<i>ove</i>
<i>awn</i>	<i>ied</i>	<i>oar</i>	<i>over</i>
<i>azy</i>	<i>ield</i>	<i>oats</i>	<i>owl</i>
	<i>ierce</i>	<i>ode</i>	
	<i>ift</i>	<i>oice</i>	
<i>caf</i>	<i>igh</i>	<i>oint</i>	<i>tient</i>
<i>ear</i>	<i>ince</i>	<i>oise</i>	
<i>ease</i>	<i>inch</i>	<i>olk</i>	
<i>eath</i>	<i>indle</i>	<i>om</i>	<i>ug</i>
<i>eck</i>	<i>ipe</i>	<i>ond</i>	<i>wild</i>
<i>edge</i>	<i>ips</i>	<i>one</i>	<i>ull</i>
<i>eem</i>	<i>ire</i>	<i>oor</i>	<i>une</i>
<i>eet</i>	<i>irl</i>	<i>oot</i>	<i>ung</i>
<i>eeze</i>	<i>irst</i>	<i>ope</i>	<i>unt</i>
<i>eigh</i>	<i>irth</i>	<i>ord</i>	<i>ure</i>
<i>eins</i>	<i>iss</i>	<i>oss</i>	<i>urk</i>
<i>elp</i>	<i>itch</i>	<i>oth</i>	<i>urt</i>
<i>erry</i>	<i>ite</i>	<i>ounce</i>	<i>ush</i>

ENDINGS

<i>ble</i>	<i>es</i>	<i>led</i>	<i>tain</i>
<i>dle</i>			

WORD LIST

PART I

- | | | |
|--|---|--|
| p. 1, night
monkey
fallen | p. 9, crying
hopping
past | p. 18, grown-up
people's
feet
street
does
clear |
| p. 2, beautiful
chain | p. 10, cries | |
| p. 3, swinging
end
reach
happened | p. 12, bee | p. 19, cover
engines
dashing
clanging
gallop |
| p. 4, lake
safe
paw | p. 13, lit
buz-z-z | p. 20, Noah's
ark |
| p. 6, answer
grace
swimming
serves
advice | p. 14, Mr. Bunny
Mr. Turtle
started
needn't
perhaps
race | p. 21, toys
pumping
tub
ladder |
| p. 7, kind
slept
sorry
tree-tops
fellow
sound
whenever | p. 15, laughing
course
mean
start
wait
while | p. 22, trying
ducks
whiskers
burned
roared
loud |
| p. 8, played
drove
turnip-field | p. 16, breath
beaten
sure | p. 23, donkey
brayed
firefly
hadn't |
| | p. 17, dress
candle-light
quite | |

- | | | |
|--|---|---|
| p. 24, splash
half | p. 32, turn
touched
turned | p. 42, whatever
ought
roam
naughty
age
six
ma'am
we're |
| p. 25, quarrel
settled
yours | p. 34, richest
daughter
kissed
instant
compared | |
| p. 26, except
dig
fight
leave
both
nearer
belongs | p. 35, tired
rid
color | p. 43, bills
waddled
scratch
peck
pond
waddle |
| p. 27, pansy
wither
die
rosebush
fruit
vine | p. 36, Piper's
plays
tune
hind
sounds
squealing | p. 44, teach
swim
shore |
| p. 28, shadow
plants
dying
sad
cheerful
just
ashamed | p. 38, music
Mary Contrary
Dame Trot
topknot
stops
dancing
points | p. 45, calling
listen
swam
known
brought
learn
cluck |
| p. 29, windy
wet | p. 39, Brindle
Dolly's
spilled
happen
milking
barnyard
kicked | p. 46, seemed
mud |
| p. 30, aloud
tossed
highway | p. 40, fond
there's
broken
taking | p. 47, Spring
own
shells
peep
followed
bug |
| p. 31, Midas
stranger
ago
always
count
counting | p. 41, break
everybody | p. 48, led
feathers
good-natured
disappointed |

p. 49, only
farther

p. 50, swan
glide
plash
frog
dive
dash
either
float
pond-lily

p. 51, Saul
army
giant
Goliath
shepherd
David
camp

p. 52, sling
pleased
shield
sword

p. 54, picked
smooth
stones
belt
whirled
straight

p. 55, grasshopper
hedge
bray
feed
voice

p. 56, gladly
dew
sweeter
weaker
feeding
died
hunger

p. 57, comical
chap
trousers
jacket
cap
these
wear
hopperty
skipperty
quaint
gay
watches

p. 58, Ralph
rubbed
remembered
Thanksgiving

p. 59, threw
quickly
gate
gray
sleigh
Nell

p. 60, ting-a-ling-ding
lot
drifted
icicles
hung

p. 61, card

p. 62, aunt
already
cousins

p. 63, mince
pumpkin
drumstick
oldest
wishbone

p. 64, dry
games
blindman's-buff
nobody
backward
getting
good-bye

p. 65, thankful

p. 66, toes
bites
first-rate

p. 67, dapple
hunting
hound
extremely
spy

p. 68, raspberry
leaf
carried
raspberries
cream
Ella
jam

p. 69, remember
climbing

p. 70, bushes
aprons

p. 71, chimneys
sandwiches

p. 73, stretched
wonderful

p. 74, fairy
coffee
table
coffee-pot
cups
poured
tasted
given

p. 75, smiling
years
spirit
hundred
trample
yesterday

p. 76, shape

p. 77, lighter
joy

p. 78, bracelets
written
pin
helpless
meant
jam-making

p. 79, north
knew
freeze
northland

p. 80, doing
fanned
breast

p. 82, everywhere
instead
lighted
growl
telling

p. 83, bloom
brightest
sparkles
tinsel
skates
itself
gift
gladdest

p. 84, Prince
common
deserved
Thomas

p. 85, tide

p. 86, deep
blowing
ashore
wagged

p. 87, pointing
collar
toward
anxiously
waves
shake
tears

p. 88, waved
cottage
piazza
steps

p. 90, understood
clasped
rowed

p. 91, hugged
patted
silver
saving

p. 92, England
Alfred
Danes
live
swamp
cakes

p. 93, watch
lazy

p. 94, news
whom
peace

p. 95, Echo
dearly
tease
teased
Juno
speak

p. 96, thinner
faded

p. 97, secret
cherry-tree

p. 98, built
shan't
minute

p. 99, lucky
Hans
seven
piece

p. 100, road
dusty
heavy

p. 102, helps faster riding sits rubs thrown	p. 111, blossom listened lonely often village	p. 121, sadly p. 122, spin wedding twit
p. 103, rope tie kicks butcher	p. 112, seed p. 114, inch walnut-shell	p. 123, prettiest p. 124, standing fairies
p. 104, piggy tries pull wants	p. 115, croak hush marry	p. 125, sang wedding-song
p. 106, stolen knife-grinder whistling pocket	p. 116, ugly floated butterfly sash	p. 126, dewdrop pearl forever
p. 107, fortune grindstone	p. 117, feelers	p. 127, life awaiting jeweler front
p. 109, laughs jumps	p. 119, swept clean stories mole passage passageway	p. 128, rainbow clouds folk indigo orange wiped line sunbeams gowns
p. 110, difference holiday carries case tall walks mine meet	p. 120, swallows cotton moved	

PART II

- | | | |
|--|---|--|
| p. 1 (129)* climbs
log | p. 11 (139) empties
share
dates | p. 19 (147) flit
humming
juicy
nap
smoke
ease
livelong |
| p. 2 (130) manners
rude
split | p. 13 (141) awake
cosily
hark
lark
waken
shine
caress
poppy
miss | p. 20 (148) cross
crossly
waste |
| p. 3 (131) ox
wouldn't
bigger
puffs | p. 14 (142) butterflies
lilac-bushes | p. 21 (149) plenty
dull |
| p. 4 (132) wasn't
bursts | p. 15 (143) swallowtail
rested
slowly
smelling
sucking
nectar
suck
lemonade
straws
caterpillar | p. 22 (150) wiser
among
hours |
| p. 5 (133) selfish
jackal | p. 16 (144) shouldn't | p. 23 (151) autumn
thin
hardly |
| p. 6 (134) spoke
spoken | p. 17 (145) covering
fastened | p. 24 (152) storing
store
late |
| p. 7 (135) ditches
between
bringing
loudly
ripe | p. 18 (146) chrysalis
weak
stretch
such
worth | p. 25 (153) Michael
seaside
caves
seaweed |
| p. 8 (136) divide
parts
heaps
sight
greyhound | p. 19 (147) flit
humming
juicy
nap
smoke
ease
livelong | p. 26 (154) fairies
mermaid
coral
shaded |
| p. 9 (137) months
inside | p. 20 (148) cross
crossly
waste | p. 27 (155) bay
dived
watched |
| p. 10 (138) waiting
throwing
measure
divided
eight | p. 21 (149) plenty
dull | |

*Page numbers in parenthesis apply to the one volume edition.

- p. 30 (158) mane
chase
clapped
chasing
finer
tossing
- p. 32 (160) else
shower
jewels
pointed
- p. 33 (161) to-morrow
- p. 34 (162) sung
forgets
- p. 35 (163) raindrops
journey
agree
carriage
playful
breeze
rode
forced
brooklet
- p. 36 (164) rain-cloud
drying
drooping
hoping
giving
thirsty
generous
- p. 37 (165) famine
- p. 38 (166) Connla
Nora
beyond
spear
shone
shade
thrush
- p. 39 (167) pounce
- p. 40 (168) nine
sunset
- p. 41 (169) dressed
- p. 42 (170) crossed
sweetest
wondered
sparkle
- p. 43 (171) crystal
hall
- p. 44 (172) follow
talking
marching
ahead
- p. 46 (174) able
walking
- p. 47 (175) purple
behold
stairs
plain
- p. 48 (176) fainter
hoofs
tiny
- p. 50 (178) tight
swish
- p. 51 (179) themselves
palace
crowd
- p. 52 (180) throne
danced
lightly
- p. 53 (181) longer
handsome
- p. 54 (182) neck
necklace
sea-spray
sparkling
helmet
- p. 55 (183) shoulders
silk
beginning
leading
- p. 56 (184) reins
- p. 57 (185) mansion
- p. 58 (186) a-bed
earth
makes
Hindoo
eve
rise
dawns
Atlantic
West
- p. 59 (187) schoolmaster
funniest
sneezed
clap
God
bless
- p. 60 (188) sneeze
- p. 62 (190) hunchbacks
Hassan
Hussein
alike
public
baths

- | | | |
|---|--|--|
| p. 63 (191) surely
nearly | p. 75 (203) basketful
mist
few | p. 87 (215) higher
splendid
noble
flyer
afloat |
| p. 64 (192) bath-keeper
filled
creatures
keeping | p. 76 (204) brightly
brighter | |
| p. 65 (193) dancing
chorus | p. 77 (205) nonsense
dim
twinkle
polishing | p. 88 (216) Lars
bows
arrows
mark
hit |
| p. 66 (194) understand
hump
strong | p. 78 (206) discontented
perch
contented
dull | p. 89 (217) shot
quarrelled
shoot |
| p. 68 (196) added | | |
| p. 69 (197) birdies
build
weave
pansies
daffodillies
shimmer
quiver | p. 79 (207) anywhere
lilies
proudly | p. 90 (218) speckled |
| | p. 80 (208) pike
fierce | p. 91 (219)
poultry-yard |
| | p. 81 (209) already
taken
sunfishes | p. 92 (220) crept
softly |
| p. 70 (198) dandelion
elfin
however
blew
eleven
bald | p. 82 (210) truth
since | p. 94 (222) pink
cheeks
Princess
gently
quack
h-s-s |
| | p. 83 (211) crowded | |
| p. 71 (199) trip
edge
bubble | p. 84 (212) family
shiners
somehow
sturgeon | p. 95 (223) gobble |
| p. 72 (200) bigger
click-clock
cobwebs
wrinkles | | p. 96 (224) trolls
castle |
| | p. 86 (214) mild
merrily
kite
patient | p. 98 (226) pitch
direction |
| p. 74 (202) reached | | p. 99 (227) leaving |

- p. 100 (228) honey-bee
stops
flap
lap
seems
- p. 101 (229) sinking
goldenest
eves
doth
creep
snowy
hum
mused
- p. 102 (230) Cinderella
- p. 103 (231) dust
throws
stepmother
kitchen
clapping
guess
- p. 104 (232) fit
- p. 105 (233) idea
- p. 106 (234) cruel
unhappy
- p. 107 (235) unkind
wand
- p. 108 (236) raises
godmother
smiles
touches
slippers
clasps
- p. 109 (237) twelve
coach
several
- p. 111 (239) prettier
taller
isn't
begins
strike
- p. 112 (240) late
striking
disappeared
imagine
dropped
- p. 113 (241) dusting
- p. 115 (243) gentlemen
soldiers
bows
shows
bride
shaking
turning
surprise
- p. 116 (244) pardon
madam
- p. 117 (245) appears
fairest
maiden
lords
ladies
- p. 118 (246) holds
winding-key
different
across
sunny
bloomed
foam cups
sailor's down
speaks
wakes
roars
- p. 119 (247) post
captain
cavalry
rode
Skip
pony
- p. 120 (248) birthday
counted
Indian
fort
parade-ground
saddle
- p. 121 (249) whistle
- p. 122 (250) galloped
brushed
badly
- p. 123 (251) surprised
talked
- p. 124 (252) beauty
fists
tightly
manage
- p. 126 (254) careful
stirrups
- p. 127 (255) hidden
'tis
ye
words
- p. 128 (256) skies
weary
prayer

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